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ABSTRACT

Reported are results of a practicum from which a regional program for hard of hearing preschool children was developed and implemented which provided direct classroom services, parent counseling and inservice educational programs for school districts in the southeast region of Massachusetts. Noted is the delivery model of an educational collaborative to provide services for low incidence handicapped children. Discussed are the regionalization concept, the TRIAD model (a three member goal setting scheme for aspirational indexes), and the staffing and organizational relationships developed between two polar programs (preschool and secondary levels) within a region. Sections are given to topics such as state regionalization, the impact of rubella, development of a federal grant, definition of the population served, and evaluation of eight specific objectives such as the provision of individual and group counseling services to parents and the design of an inservice training program. Emphasized is the linkage of the program with a secondary program for deaf students. Evaluation is reported to show student gains based on criterion referenced measures and attendance records indicating acceptance of the educational program. Continuation and expansion of the model program is reported. A major portion of the document consists of appendixes including the federal grant proposal, public announcements, job descriptions, and a rating scale. (DB)

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Practicum Report

# Program for Hearing Impaired Children: Preschool Phase

Herbert A. Drew, Jr.

Submitted in partial fulfillment
of
the requirement for the degree
of
Doctor of Education
Nova University

Providence, Rhode Island
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Maxi II
April 20, 1976

EC091005

**Herbert A. Drew, Jr.**

# ABSTRACT

The purpose of this practicum was to develop and implement, through an education collaborative, a regional program for hearing impaired children at the preschool level which would provide direct classroom services, parent counseling and in-service educational programs to the school districts in the southeast region of the state.

Data gathered from the parents of the participants, results of criterion referenced testing to assess the degree to which program objectives were satisfied, and attendance percentages, attested to the success of this pilot program which resulted in the decision of the sending school districts to continue financial support of the program.

# INTRODUCTION

The following pages describe the creation and development of a regional program for hearing impaired children at the preschool level. This program was designed as a delivery model for low incidence handicapped children through the vehicle of an educational collaborative.

Among the subjects covered in this report are the regionalization concept, the "TRIAD MODEL" (a three member goal setting scheme for aspirational indexes), and the staffing and organizational relationships developed between two polar programs (preschool - secondary) within a region.

The concluding section presents the results of evaluative judgments of the program obtained from parents and the teacher including data concerning the satisfaction of performance objectives by the children and the results of a validation study dealing with hearing impaired school aged children in the southeast region of the state.

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## BACKGROUND

Since 1949 Massachusetts has statutorially recognized the viability of regionalized educational endeavors. The enactment of Chapter 638 of the Acts of 1948 allowed for extra benefits in state aid to communities which joined to form regional school districts.[1] However, to date, there has been no enabling legislation which allows for the regionalization of programs for special needs children with extra incentive reimbursements.

With the passage of Chapter 766 of the Acts of 1972, Massachusetts mandated the offering by local educational agencies of "..... a full range of special education programs for children requiring special education". This act further encouraged and "urged meaningful cooperation among agencies concerned with children with special needs".[2]

In order to give substance to this encouragement, the regulations adopted by the State Board of Education made provision for the accommodation of regional educational collaborative activities to serve these identified special needs children.[3]

---

[1] "Chapter 638, An Act Establishing Regional School District Planning Boards", Acts and Resolves, The Commonwealth of Massachusetts, Wright and Potter Printing Co., 1949, pp. 554-558.

[2] "Chapter 766, An Act Further Regulating Programs Requiring Special Education and Providing Reimbursement Therefor", Acts and Resolves, The Commonwealth of Massachusetts, Wright and Potter Printing Co., 1972, pp. 692-707.

[3] Regulations for the Implementation of Chapter 766 of the Acts of 1972; The Comprehensive Special Education Law, The Commonwealth of Massachusetts, Department of Education, May 28, 1974, p. 2.

Twenty school districts in southeastern Massachusetts formed such a collaborative in November of 1973 for the express purpose of the assessment and diagnosis of special needs children. This collaborative is known as "R.E.A.D.S., Inc." and dealt exclusively with this phase of special education during its first operational year.[4]

## STATE REGIONALIZATION

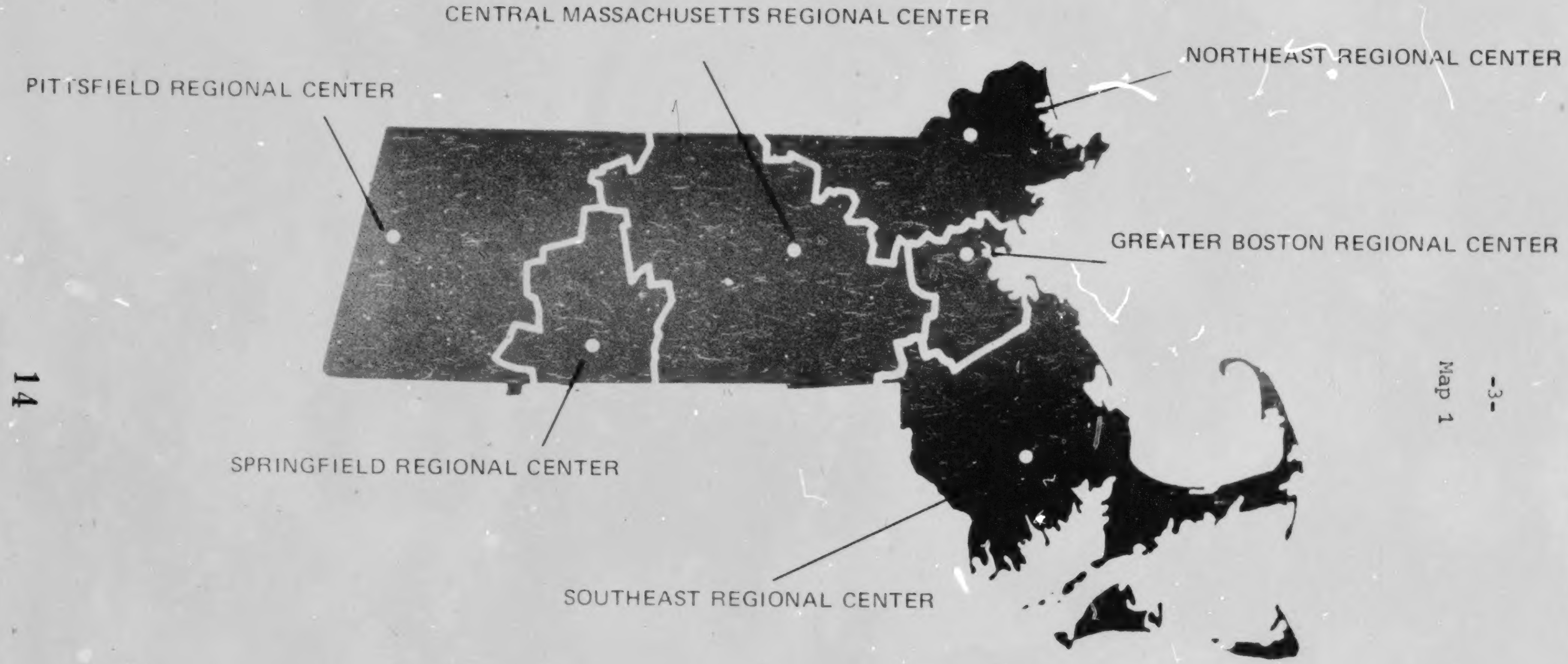
The Massachusetts Department of Education, as an administrative convenience and for more localized contact, has divided the Commonwealth into six geographic regions (Map 1). Two recently completed studies pointed to a dearth of unified services for hearing impaired children within the southeast region of the state (Map 2). A seven year study completed in February, 1975 by the Massachusetts Advisory Council for the Deaf, call for the development of comprehensive unified programs for hearing impaired children in each of the six educational regions of the state.[5] An independent demographic assessment published in May, 1975 supported the thesis that no unified

---

[4] Drew, Herbert A. Jr., Lynch, Edward J., "Maxi I Report, Regional Education Assessment Diagnostic Services: Concept to Action", Nova University, August, 1975.

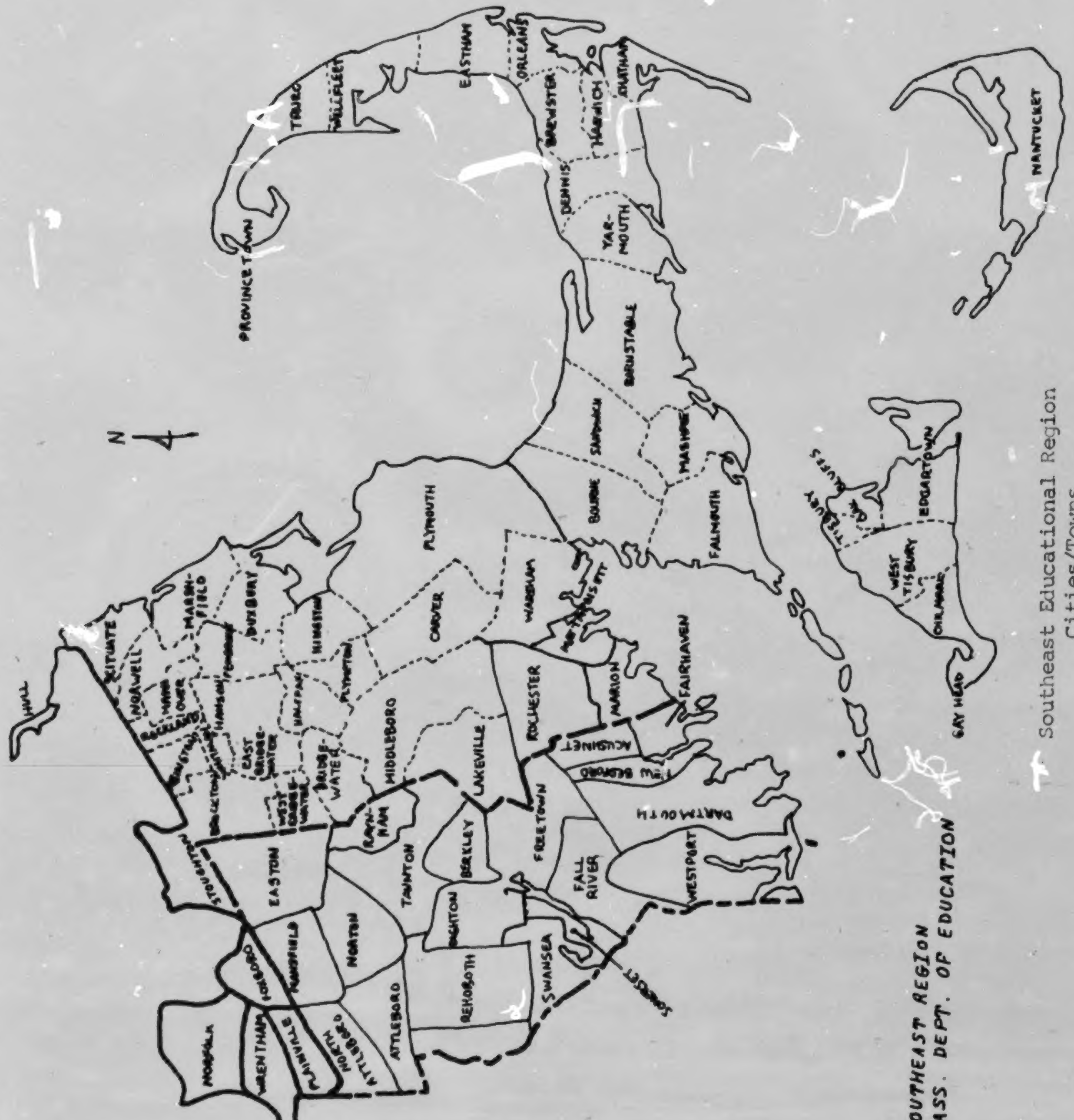
[5] A Comprehensive Plan for the Education of Hearing Impaired Children and Youth in Massachusetts, A report by the Advisory Council for the Deaf, The Commonwealth of Massachusetts, Department of Education, Division of Special Education, September, 1975, pp. 25-28.

Map 1


CENTRAL MASSACHUSETTS REGIONAL CENTER
NORTHEAST REGIONAL CENTER
PITTSFIELD REGIONAL CENTER
GREATER BOSTON REGIONAL CENTER
SPRINGFIELD REGIONAL CENTER
SOUTHEAST REGIONAL CENTER

Educational Regions
Commonwealth of Massachusetts
Department of Education

Map 2


N
HULL
SCITUATE
NORWELL
HANOVER
ROCKLAND
HANSON
PEMBROKE
MARSHFIELD
DUXBURY
KINGSTON
PLYMPTON
HALIFAX
WHITMAN
ABINGTON
EAST BRIDGEWATER
AVON
BROCKTON
WEST BRIDGEWATER
BRIDGEWATER
STOUGHTON
EASTON
SHARON
FOXBORO
MANSFIELD
NORFOLK
WRENTHAM
PLAINVILLE
NORTH ATTLEBORO
ATTLEBORO
NORTON
RAYNHAM
TAUNTON
MIDDLEBORO
LAKEVILLE
CARVER
PLYMOUTH
WAREHAM
ROCHESTER
MARION
MATTAPOISETT
FAIRHAVEN
ACUSHNET
NEW BEDFORD
DARTMOUTH
WESTPORT
FALL RIVER
FREETOWN
BERKLEY
DIGHTON
REHOBOTH
SWANSEA
SOMERSET
BOURNE
SANDWICH
MASHPEE
FALMOUTH
BARNSTABLE
YARMOUTH
DENNIS
BREWSTER
HARWICH
CHATHAM
ORLEANS
EASTHAM
WELLFLEET
TRURO
PROVINCETOWN
NANTUCKET
EDGARTOWN
OAK BLUFFS
TISBURY
WEST TISBURY
CHILMARK
GAY HEAD
SOUTHEAST REGION
MASS. DEPT. OF EDUCATION

Southeast Educational Region
Cities/Towns

program for hearing impaired children was available for this population within the southeast region of the state.[6]

## RUBELLA IMPACT

Rubella, contracted during pregnancy, has long been recognized as a leading cause of hearing impairments in children.[7] The widespread incidence of this communicable disease in Massachusetts in the early 1960's and the subsequent identification of hearing impaired children born to mothers who had been so infected led to the establishment of programs for hearing impaired children in local school districts.[8] A few isolated classes and programs were started to serve the hearing impaired populations within the southeast region.

These units were located either in metropolitan centers or in single school districts serving a number of contiguous communities. This deployment of services tended to respond to the existing student need and were not it seems, planned to accommodate a unified program (Map 3). Additionally, these locally sponsored programs became a departure from the then existing system of support for hearing impaired children in private schools or state supported programs for the hearing impaired or deaf.[9]

---

[6] Connell, Eileen, "A Demographic Study of Southeastern Massachusetts Demonstrating the Needs of Hearing Impaired Children for a Regional Program for the Hearing Impaired", A Planning and Direct Service Proposal for Hearing Impaired Children of Southeastern Region Coordinated by the Brockton Public Schools, PL 89-313, May, 1975.

[7] McCoy, Vernon, Multiply Handicapped Deaf Children: Medical, Educational, and Psychological Considerations, The Council for Exceptional Children, Washington, D.C., 1969, pp. 21-29.

[8] Massachusetts Department of Public Health, Annual Report: Division of Communicable Diseases, Boston, Massachusetts, September, 1963, pp. 19-20.

## PARTICIPATORY INVITATION

An invitation to develop a regionalized program for hearing impaired children was extended to the R.E.A.D.S., Inc. collaborative by the State Department of Education during the latter part of May, 1975. This invitation was in memorandum form and was delivered to Dr. Robert K. Hartman, the Executive Director of R.E.A.D.S., Inc.* (Appendix A). This direct contact was presented with due consideration of three vital components: the collaborative was established; it was locally recognized as a provider of high quality diagnostic services; and, it maintained a data bank of low incidence handicapped children from its member school districts.[10]

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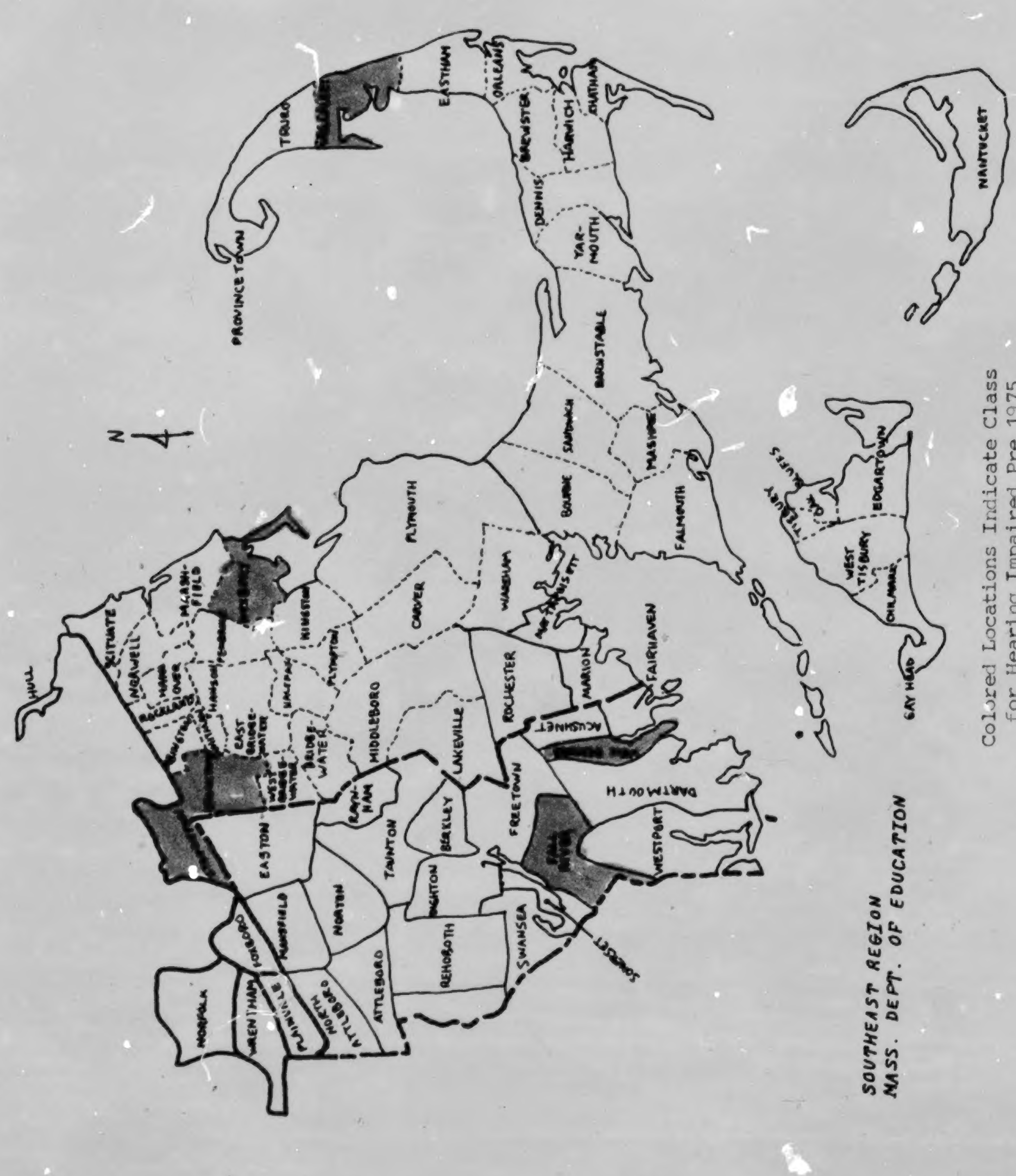
[9] Massachusetts General Laws (Tercentenary ed.) Chapter 69, Sections 26-28.

*Regional Educational Assessment and Diagnostic Services, Inc., an educational collaborative serving twenty school districts in the southeast region of the state and located on the grounds of the Lakeville State Hospital.

[10] Drew, Herbert A. Jr., Lynch, Edward J., R.E.A.D.S., p. 23.

Map 3


N
PROVINCETOWN
TRURO
WELLFLEET
EASTHAM
ORLEANS
BREWSTER
HARWICH
CHATHAM
DENNIS
YARMOUTH
BARNSTABLE
SANDWICH
MASHPEE
BOURNE
FALMOUTH
NANTUCKET
EDGARTOWN
OAK BLUFFS
TISBURY
WEST TISBURY
CHILMARK
GAY HEAD
HULL
SCITUATE
NORWELL
HANOVER
ROCKLAND
MARSHFIELD
DUXBURY
PEMBROKE
HANSON
HALIFAX
KINGSTON
PLYMPTON
PLYMOUTH
CARVER
WAREHAM
MARION
ROCHESTER
FAIRHAVEN
ACUSHNET
NEW BEDFORD
DARTMOUTH
WESTPORT
FALL RIVER
FREETOWN
LAKEVILLE
MIDDLEBORO
BRIDGEWATER
EAST BRIDGEWATER
WEST BRIDGEWATER
BROCKTON
AVON
EASTON
RAYNHAM
TAUNTON
BERKLEY
DIGHTON
NORTON
MANSFIELD
FOXBORO
REHOBOTH
SWANSEA
SOMERSET
ATTLEBORO
NORTH ATTLEBORO
PLAINVILLE
WRENTHAM
NORFOLK

SOUTHEAST REGION
MASS. DEPT. OF EDUCATION

Colored Locations Indicate Class
for Hearing Impaired Pre 1975

Prior to accepting this invitation the executive director of the collaborative had to determine if R.E.A.D.S., Inc. could satisfy the conditions as set forth in the memorandum. In order to accomplish this determination it was necessary to assess the ability of the member school districts: to provide supportive middle management assistance; to obtain the endorsements of the housing school districts; and, to secure favorable registration by the Board of Directors of the collaborative for this activity.

The aforementioned memorandum set functioning parameters for the establishement of this projected regional endeavor. These parameters were as follows: the establishment of a high school and preschool day program for hearing impaired students located within a ten mile radius of the southeast regional office with major highway access; location to be in public schools to allow for integration (mainstreaming); provide all required administrative and supervisory support services; and, to become operational with the start of the 1975-76 school year.

Resource Inventory

The primary activity was to determine if the R.E.A.D.S., Inc. collaborative school districts could satisfy the first prerequisite of this invitation. Each district within the collaborative was analyzed relative to distance and highway accessability. Of the twenty member districts, only four were able to satisfy the first requirement. After an extensive review of the data supplied by the member districts, it was determined that no single district was able to satisfy completely the first condition. However, the collaborative as a separate fiscal agent could meet the criteria by combining available space from its member districts.

## Participation Request to Middle Managers

In early June, 1975, this writer was asked by letter to participate in deliberative sessions to determine if this direct delivery of services was practicable by the collaborative, (Appendix B). The executive director was aware that primary classroom space was presently available in the town of Middleborough. He was also knowledgeable that the city of Taunton planned to open a new multi-housed• high school in September, 1975. Armed with this knowledge he requested that Mr. Edward J. Lynch, director of pupil personnel services of the Taunton Public Schools and this writer join with him in an effort to determine the feasibility of this program.

## Task Force of Three

This unit, comprised of two middle managers and the executive director, was to constitute a three member task force which would address many issues over the period of the next month. The first major consideration was the expansion of the collaborative operation to include direct delivery of services. Both Mr. Lynch and this writer had just concluded an extensive evaluation of the impact of R.E.A.D.S. based upon its first operational year.

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•A single school facility comprised of four separate instructional units sharing common core areas and administered by a principal assisted by house masters (assistant principals) in each house.

The task force was harmonious in the belief that the next logical step in the evolution of the collaborative would be direct delivery of services. It was agreed that the invitation extended by the Department of Education should be favorably acknowledged. Furthermore, it was agreed that the projected location of the program components was reasonable and this recommendation should be forwarded to the respective superintendents of schools.

## Memorandum of Understanding

This contemplated expansion of the R.E.A.D.S., Inc. collaborative into direct services to handicapped children was an issue that had many ramifications. Although this writer participates as a middle manager and serves with his colleagues as an advisor to the executive director, this writer is ever mindful that his primary responsibility is to his employing school district. Therefore, in order to establish functioning parameters and to insure lines of authority and control, a memorandum of understanding was agreed to between the executive director and this writer. This memorandum was prepared for presentation to the Superintendent of Schools of Middleborough in order that anticipated areas of conflict would be resolved and the conduct of this preschool class would be harmonious with the daily operation of the school district (Appendix C).

## School Committee Disposition

After a period of extensive review, culminating in discussions with the Superintendent of Schools, Mr. Lincoln D. Lynch, it was agreed that this contemplated action would be presented to the school committee for their disposition.

The school committee voted unanimously to authorize the Superintendent to inform the Board of Directors of R.E.A.D.S., Inc. of their favorable review and participation as a housing district in this direct delivery program.[11]

Board of Directors Action

A special meeting of the Board of Directors of R.E.A.D.S, Inc. was called in late June, 1975. At this meeting the executive director informed the membership that housing accommodations had been finalized by votes of the school committees in both Taunton and Middleborough. Additionally, he cited the preliminary work that had been undertaken by both Mr. Lynch and this writer. Dr. Hartman further pointed out the advantages that would accrue to the collaborative. He requested a vote be taken to authorize the collaborative to develop a federal grant which would underwrite the pilot year of this program. This request was honored; a unanimous vote was recorded which gave the required authority.[12]

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[11] Middleborough School Committee, Minutes of Meetings of the Middleborough School Committee, Meeting of June 19, 1975.

[12] R.E.A.D.S., Inc., Minutes of Meetings of the Board of Directors, Meeting of June 26, 1975.

## DEVELOPING THE FEDERAL GRANT

The executive director of R.E.A.D.S., Inc. asked that the task force of three remain operational for the purpose of developing the federal grant application (Appendix D). It was his belief that by pooling our skills we would insure the design of a program that would be balance at both polar levels. The intent was to introduce these programs coincidentally in the housing districts. Authorization for this sustaining involvement was received by this writer from the Superintendent of Schools. The federal grant application was developed and forwarded to the State Department of Education for funding (Appendix E).

All federal grant applications in Massachusetts are reviewed by regional and central staff members of the Department of Education as specified by the State Plan.* Additionally, dissemination activities are mandated upon initial notification of grant award during the program and at the conclusion of the activity.

### Departmental Review Procedure

A representative group comprised of the administrative representatives of the southeast region and the central office staff of the Department of Education, along with the middle managers, members of the board of directors and the executive director of the R.E.A.D.S.,

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*State Plan. A document developed by the SEA and filed with the Office of Education which specifies the method and manner of grant review procedures to be employed during the period covered by said plan.

Inc. collaborative met to discuss the design and appropriateness of the federal grant application. This meeting was to share the findings of the seven year study conducted by the Massachusetts Advisory Council on the Deaf and to act as a review panel on the merits of the federal grant application. At the conclusion of this session the executive director of R.E.A.D.S., Inc. was informed that informal approval had been voted and that formal notification of grant award, which in fact was received later, would be posted from the central office of the Department of Education (Appendix F).

## Early Dissemination Activities

Early in the month of August a memorandum was mailed to each chief school district administrator and director of special education in the southeast region of the state. This notice informed these key staff members of the availability of the program, the component locations and the contact person for additional information. In order to insure the widest possible local circulation, a second notice in the form of a "flyer" was posted immediately upon the start of this school year. These devices were employed so that each district within the region would be alerted to this service that was now available and the contact people for additional information or placement assistance (Appendix G).

## MUTUAL ASSISTANCE CONSIDERATIONS

The task force concept seemed to have accomplished a great deal in a short period of time. However, a great deal of preliminary work was still to be completed. It was agreed by the members that the task force would continue operational and maintain this program of mutual assistance during the pilot year.

Functional position descriptions had to be designed so that concise references could be followed by the examiners during the screening, interviewing and hiring of the prospective staff members (Appendix H). Notices of the anticipated vacancies were posted to local placement agencies, colleges and professional journals/newsletters. The three member task force embarked upon the screening of candidates for the positions available. The task force having narrowed the field of candidates on the basis of their ability to satisfy the position descriptions and documented training and experience, began a series of tri-member interview sessions.

It was the collective belief of the tri-member unit that by employing this technique, both middle managers and the executive director would establish primary contact with all prospective staff members. Additionally, this activity would insure the continuation of a linkage system between the two polar programs. In order to serve the anticipated population and to conform to the regulations governing Chapter 766, it was determined that the preschool phase of the program would require not only a teacher of proven ability and skill, but also a very competent teacher aide.[13]

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[13] Regulations Chapter 766, #610.4, p. 79.

## Staff Selection

Having narrowed the prospective candidates for the preschool position to the most desirable three, interview sessions were scheduled. This writer, in concert with the other members of the interviewing team, was impressed with the credentials and interview responses of a candidate that was then employed by the Detroit Public Schools. This member of the task force communicated the desire to offer her the position, contingent upon her release by her present employer. Miss Margaret E. Sage, the candidate, responded affirmatively to the offer. She was asked to be prepared to join the staff in a week-long planning session, to be held in late August at the R.E.A.D.S., Inc. headquarters. The purpose of the planning week was to set basic functioning outlines and to develop dialogue between the staffing components, thus effecting an additional dimension in the linkage process.

During the planning week, the team also hoped to interview, with the teacher, a person who could satisfy the needs of the preschool program as an aide. In filling this position, the team was looking for someone with post secondary education or a background in child care. The team unit was fortunate in obtaining the services of a young lady who not only possessed a degree but who was also enrolled in a graduate program leading to state certification as a speech therapist (Appendix I).

## Planning Week

The task force of three believed that it was vital to establish firm relationships between the staff members prior to the start of the school year. All members of the regional team, namely, the secondary coordinator, the teachers both secondary and preschool, and the preschool teacher aide had agreed as a condition of employment to attend a week-long series of meetings to prepare for the program. Commencing on August 25,1975 and for the remainder of that week, the staff assembled daily to discuss and develop the internal relationships required of a program that was to draw its student populations from a large geographic base.

Among the various activities undertaken at this time was the review and acceptance of the procedures to be employed in student admissions. The development of specific equipment needs and the ordering of these specialized items. Lastly, a general review of the methods that would be employed that seemed most appropriate to satisfy the goals sepcified for both polar programs.

## POPULATION DEFINED

After conducting the preliminary dissemination activities, the pilot program was ready to receive its first complement of students. The school districts of Massachusetts are mandated to provide educational programs for special needs students between the ages of 3 and 21.[14]

Although this pilot study was funded to serve hearing impaired students, a clear definition of this population was not available nor had one been promulgated by the State Department of Education.

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[14] Chapter 766, p. 697.

In order to clearly define what is meant by hearing impairment, this writer offers the following widely held definition for the purpose of this report:

> "The hard of hearing are those in whom the loss of hearing is educationally significant, but whose residual hearing is sufficient for interpreting speech with, if not without, a hearing aid." [15]

The Committee of Hearing of the National Research Council prepared and distributed a general classification of hearing losses based upon a person's hearing level; his threshold or lowest point at which he begins to detect sound in decibels. The scale of degrees of hearing loss is shown in Table 1 (page 18).

---

[15] Garrison, Karl C. and Force, Dewey G., Jr., The Psychology of Exceptional Children, The Ronald Press Company, New York, N.Y., 1965, pp. 216-217.

Table 1[16]

Scale of Degrees of Hearing Loss

| Name | Loss of Hearing in Decibels* | Remarks |
|---|---|---|
| Normal | Not more than 15 in worst ear. | Both ears within normal limits. No difficulty with faint speech. |
| Near Normal | More than 15 but not more than 30 in either ear. | Has difficulty only with faint speech. |
| Mild Impairment | More than 30 but not more than 45 in better ear. | Has difficulty with normal speech but not with loud speech. |
| Serious Impairment | More than 45 but not more than 60 in better ear. | Has difficulty even with loud speech. |
| Severe Impairment | More than 60 but not more than 90 in better ear. | Can hear only amplified speech. |
| Profound Impairment | More than 90 in better ear. | Cannot understand even amplified speech. |
| Total loss of hearing in both ears | | Cannot hear any sound. |

---

[16] Ibid. p. 216.

* One tenth of a bel, the common unit of power ratio: a measure of sound intensity.

The hearing impaired constitute one of the low incidence handicapping conditions faced by professional educators worldwide.[17] The incidence of handicapping conditions of school age children is shown on Table 2 (page 20) based upon school enrollment data for the school year 1972-1973.

The executive director of R.E.A.D.S., Inc. had anticipated an enrollment of between twelve and twenty-four students in the pilot preschool program. This anticipation was based upon the data contained in the previously cited studies. With the opening of school on September 3, 1975, only eight students had been enrolled. This group of children, comprised of four boys and four girls, had a chronological age range between 3 years 6 months and 6 years 9 months as of October 1, 1975. The mean age was computed to be 4 years 2 months. They represented four school districts from this region.

## Validation Study

A series of discussions was held by the task force of three concerning the issue of the low enrollments demonstrated at both pilot programs. As a consequence of these discussions, Dr. Hartman requested that Mr. Lynch and this writer jointly develop an instrument which would provide a more reliable incidence factor.

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[17] Dunn, Llloyd M. ed., Exceptional Children in the Schools, Holt, Rinehart, Winston, New York, 1963, p. 17.

## Table 2[18]

### Categories of Handicaps
### (Percentage of Total School Age Enrollment, Ages 5-19)[*]

| | |
|---|---|
| Speech Impaired | 3.5% |
| Emotionally Disturbed | 2.0% |
| Mentally Retarded | 2.3% |
| Learning Disabled | 1.0% |
| Hard of Hearing | 0.5% |
| Deaf | 0.075% |
| Crippled & Other Health Impaired | 0.5% |
| Visually Impaired | 0.1% |
| Multihandicapped | 0.06% |

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[18] "Teaching Exceptional Children", Council of Exceptional Children, Vol. 7, No. 3, Spring, 1975, p. 81.

[*] 1974 Study: Rand Corporation Data based upon 1972-73 school year.

Over the period of the next few weeks, this task was assigned high priority status. The survey form was structured to provide data in specific terms to either confirm the findings of the two previous studies or to produce a more creditable data bank (Appendix J). The results of this validation study appear in the evaluation section of this report.

## Special Assessment Options

In order to confirm and update the diagnosis for each child, a complete pediatric-audiological assessment option was offered to each parent and/or school district. Through grant funds, arrangements were made to update the audiological findings on each student.

The only condition for this service was completing the required referral forms and developmental history for each child (Appendix K). The results of these diagnostic procedures have been supplied to the parents of the referred child and to the teacher of the preschool program. These findings have allowed for more detailed prescriptive planning for each child by the teachers and other specialists involved with the children. Additionally, each child will be reexamined audiologically in the late spring to determine any loss that may have occurred during this year.

## Tentative Daily Program

A tentative activities schedule was posted to each school district that had an enrolled student. This was done so that the administrators would be aware of the content and time allocations assigned to each major activity within the program (Figure 1, page 22).

Figure 1

Tentative Preschool Schedule

| | | |
|---|---|---|
| 9:00 - 9:20 | Free Play | The children will be allowed to choose from a variety of activities and play in an unstructured, but teacher supervised, manner. This time will allow the children to socialize with the teacher and each other. Hopefully, this period will provide an opportunity for social, spontaneous speech and language. The teacher will try to engage the children in conversations relating to their home life, problems, personal interests, or events. |
| 9:20 - 9:45 | News | The children will be asked to bring a small toy or possession to school each day. During news these articles will be discussed and shared. Reality testing in the form of primary calendar work will be stressed as well as the weather of the day. This period will focus on the language expansion technique.<br>The goals of the daily news are as follows:<br>1. to provide a model of natural language;<br>2. to expand on the child's spontaneous language utterances and gestures, thereby giving the child the "correct" language for his thought or incomplete language;<br>3. to provide an opportunity for the children to express feelings, interests, needs, etc.;<br>4. to provide opportunities to present and process a variety of language constructs which are learned by the normal child through imitation and repetition; |

Figure 1

(continued)

5. to provide opportunities to learn grammatical rules by inference; and,
6. to provide opportunities to present conceptual learning of ideas, words, phrases, sentences, etc.

9:45 - 10:00 Snack Time

The children will serve themselves cookies and a drink. This will open up numerous opportunities for language, socialization, etc. The teacher will supervise.

10:00 - 10:30 Art

The activities during this time will rotate between art and various class experiences.

Art will provide numerous language experiences involving texture, color, shapes, sizes, and related concepts. The teacher will try to establish and reinforce vocabulary and language related to and precipitated by the various art activities.

Possible vocabulary and language for cutting and pasting activities might include:

sticky
careful
paper
scissors
sharp
paste
wet

Do you want some ____________?
Look at me.
Your hands are sticky.
Be careful.
The scissors are sharp.
The paste is sticky.

Figure 1
(continued)

The water is wet.
Clean up the paper and paste.
What did you make?
Who is finished?
__________make a __________.

If the children were found to be quite interested in the art project, the process, the concepts, the teacher would then make up a chart story, sentence cards, and individual stories for the children to take home. The language, vocabulary, and concepts growing out of the activity would be reinforced during the "small group time" later in the morning.

Class experiences will include planting seeds, taking care of plants, cooking, tasting foods, animal study, family study, community study, personal hygiene, manners, socialization, and science experiments.

The purpose of these activities is:
1. to motivate verbal communication and sign spontaneously;
2. to provide vocabulary, language modeling, language expansion and usage, build and reinforce language concepts, and normal intonation of speech; and,
3. to provide language that is related and meaningful to the activity and the child.

Figure 1

(continued)

| | | |
|---|---|---|
| 10:30 - 11:00<br>(10:45 Reverse Groups) | Small Group Time & Large Muscle Play | The children will be divided into two groups. One group will remain with the teacher while the other group will go outside or to the play area of the classroom for large muscle play. It is felt that the children need time to run, jump, and "blow off some steam" without constant adult intervention.<br>Small Group Time:<br>During this time the teacher will reinforce, supplement, and correct grammar structure, language constructs and concepts, vocabulary and intonation patterns obtained from the class activities and experiences. The work at this time will be drawn mainly from the experience stories, sequence stories, and the interests and needs of the children. |
| 11:00 - 11:30 | Language | At this time the teacher will adapt and follow the lessons outlined in the Peabody Language Development Kit. The lessons are designed to stimulate receptive, associative, and expressive components of oral language development. The lessons also stress the development of cognitive processes involving divergent, convergent, and associative thinking. The Peabody Language Development Kit will provide a sequential language outline for the teacher to follow which can be adapted for the hearing impaired.<br>This period will also be used for story telling, dramatization, games, finger play, records, films, and perceptual training. |

The same schedule will be followed for all afternoon classes.

The emphasis for this group of students was on developmental skills in the areas of communication, self-help, motor development and interpersonal relationships. Specific educational plans were developed in concert with the referring district staff for each child. These special educational plans were submitted to the parents of each child for approval as required by regulations governing programs for special needs students.[19]

## Classroom Selection

Classroom space at the primary school level (Kindergarten - 3) had become available in the Town of Middleborough. This occurrence was a direct result of the opening of a new high school (1971), the construction of a twenty room addition to the Burkland School (1973), and the reassignment of the pupils within the district.

The collaborative not only had to insure the provision of the required classroom space but attempt to locate the class in a school with good highway access. This writer was able to identify within the school department a school building that accommodated these requirements. A complete description of the classroom, the building and the accessibility via highways is presented in this report in the section entitled Evaluation of Specific Goals.

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[19] Regulations Chapter 766, #325.0, p. 30.

## Specialized Amplification Equipment

On the basis of the individual audiograms submitted by the sending school districts or obtained by diagnostic evaluations conducted by R.E.A.D.S., Inc., amplification needs were assessed. These assessments indicated that the children participating in the program had hearing impairments which would require instructional amplification. A review of the available devices was undertaken during the planning week. It was determined by review of printed material, interviewing staff members of similar programs and through consultative sessions, that the unit that best served the needs of these children was The F. M. Loopless Auditory Training System. This unit was selected because it provides a pure auditory communication link, free from interference and noise, between the teacher and the pupils.

In that these units are wireless, the students are not confined to a single location in order to receive auditory stimulus. Each unit is individually adjustable for optimum amplification. Additionally, the units can by adjustments and crystal changes, broadcast on different frequencies. Those presently being used have dual frequency capacity. This insures extended use when the program is expanded to serve primary aged children (school year 1976-77). The units are lightweight and rechargeable, insuring high levels of performance by both the receivers and transmitters during the instructional day.

## SETTING SPECIFIC GOALS

In concert with the thrust of this project, this writer was charged with the responsibility of developing the specific goals for the preschool phase of this pilot regionalized program. These specific goals were reviewed in depth by the other task force members and deemed appropriate as the basis for determining the eventual accomplishments of the preschool phase of the program.

These goals, specific to the preschool program are as follows:

a. to secure appropriate classroom space within a public school that serves primary school aged children;

b. to employ an experienced well trained teacher and aide to function in this classroom setting;

c. to provide individual and group counseling services to the parents of this student population;

d. to design or obtain a program designed to promote an awareness of the etiology of hearing impairment and the dynamics of teaching hearing impaired children by teachers, administrators and others on a regional basis.

e. to design and test a program of individualized aspirations selected or designated by the parent, teacher and kindergarten teachers of the school district;

f. to demonstrate the functional interrelationships between the two polar programs within the regionalized offering;

g. to validate the results of the findings of the two studies cited previously; and,

h. to provide complete pediatric assessments, medical, audiological and, when able, language, to determine the individual strengths or weaknesses of the children in the program.

## Triad Model Design

In harmony with the development of the specific goals for the preschool phase of the regional program, an attempt to develop and implement a "triad" model of aspirational indexes was devised by this writer. This attempt was predicated upon the need for active involvement of parents in the design of the educational plan for their child.[20]

It was the belief of this writer that by this direct focus we had the opportunity to reinforce a working relationship that would address the needs of this handicapped population and strengthen the interrelationship between the teacher and parent. Initially the intent was to obtain the involvement of the children in this task which would have constituted the third party of the "triad" model. However, due to the early age of the participants and their collective inability to communicate, an alternative third party had to be sought. The third party that seemed to have the greatest overview of the needs of preschool children were those specialists who teach at the kindergarten - nursery school level.

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[20] Regulations Chapter 766, #325.0, p. 30.

Therefore, the parents of the hearing impaired children, the teacher of this class and the early childhood educators became the components of this "triad" model. The purpose of this model was to have separately developed rank ordered indexes of the aspirations held for each child by the component members. Thus comparisons could be drawn to determine priorities and values held by each member of the "triad".

These indexes were developed and circulated each containing twelve items or goals with space provided for additional goals that seemed to be more appropriate for the specific child in question (Appendix L).

## Selecting Performance Objectives

As a consequence of the development of the goal ranking by the "triad" members, a specific design for the evaluation of the performance of the children had to be established. With this in mind, a series of performance objectives was developed for each child enrolled in the program.

The enrollees were evaluated based upon their demonstrated abilities as noted by the professional and paraprofessional staff of the project. This individualized assessment or pretesting occurred during the first three weeks of the program. As a reference frame during this process, the staff employed the "Stride Manipulative Play Unit" developed by the Institute of Child Centered Education, Nova University, and the "Upper Peninsula Program for Preschool Handicapped Children" designed and developed under a grant ESEA (PL 89-10 Title III) in Michigan.

By utilization of these devices, performance objectives were established for each child. These objectives were the specific goals for each child established for the school year. A student check list was developed that encompassed the individual performance statements and a check off area to indicate the time period each statement was attained (Appendix M). It was this writer's belief that by employing this device the staff would be able to determine the success of their work and measure the performance of the children as compared with criterion references.

## EVALUATION OF SPECIFIC OBJECTIVES

### Prerequisites Established

This pilot program, the preschool phase, was designed to serve hearing impaired children who due to their early years were not eligible to attend conventional public school classes. The Massachusetts Special Education law requires that services be provided to all handicapped children from age three through age twenty-one.[21] The target group of children served by this program satisfied the following prerequisites:

a. resident in the southeast region;

b. below the normal entrance age of school children in their communities, but over three years of age; and,

c. possessed of a hearing loss, identifiable on a scale in ranges from mild through profound impairment (Table 1, page 18).

## Specific Goal Evaluations

This writer has attempted to respond to each of the specific goals to demonstrate the overall and specific effectiveness of this pilot year activity.

## Objective #1

To secure appropriate classroom space within a public school that serves primary school aged children.

## Observations

Oversized classroom space was provided at the Mayflower School in the town of Middleborough, Massachusetts (Figure 2, page 33). This school facility, constructed in 1956, is one level in design,

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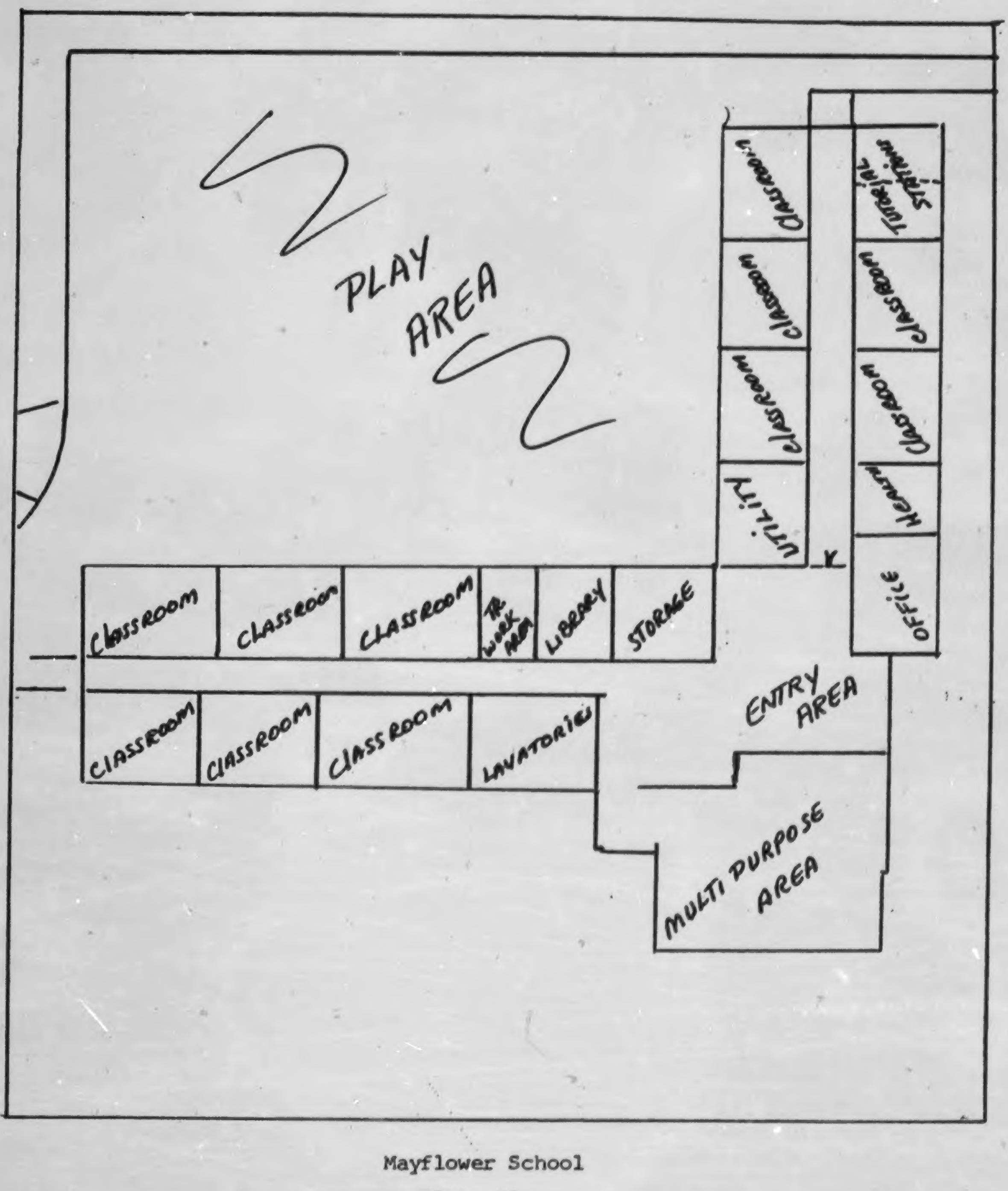
[21] Chapter 766, p. 697.

Figure 2


PLAY AREA
CLASSROOM
CLASSROOM
CLASSROOM
TR WORK AREA
LIBRARY
STORAGE
CLASSROOM
CLASSROOM
CLASSROOM
LAVATORIES
UTILITY
CLASSROOM
CLASSROOM
CLASSROOM
TUTORIAL STATIONS
CLASSROOM
CLASSROOM
HEALTH
OFFICE
X
ENTRY AREA
MULTI PURPOSE AREA

Mayflower School

Floor Plan

containing twelve classrooms with core facilities and individual tutorial stations. It is located on a site containing fifty-five acres in a residential area. The student population served in this facility is housed in grades Kindergarten through Three, and have a chronological age range between 4 years 6 months and 9 years 3 months as of October 1, 1975 (Figure 3, page 35).

In order to obtain feedback regarding the appropriateness of the classroom and the equipment provided, teachers and administrators including the executive director of R.E.A.D.S., Inc. were queried. Additionally, the parents of the participants have been polled regarding the physical organization of the room, the equipment and supplies provided and the location of the preschool program. As a device to insure immediate parental contact, a separate telephone line was installed in the classroom. This was instituted due to the home locations of the participants (Map 4). All feedback was affirmative without exception.

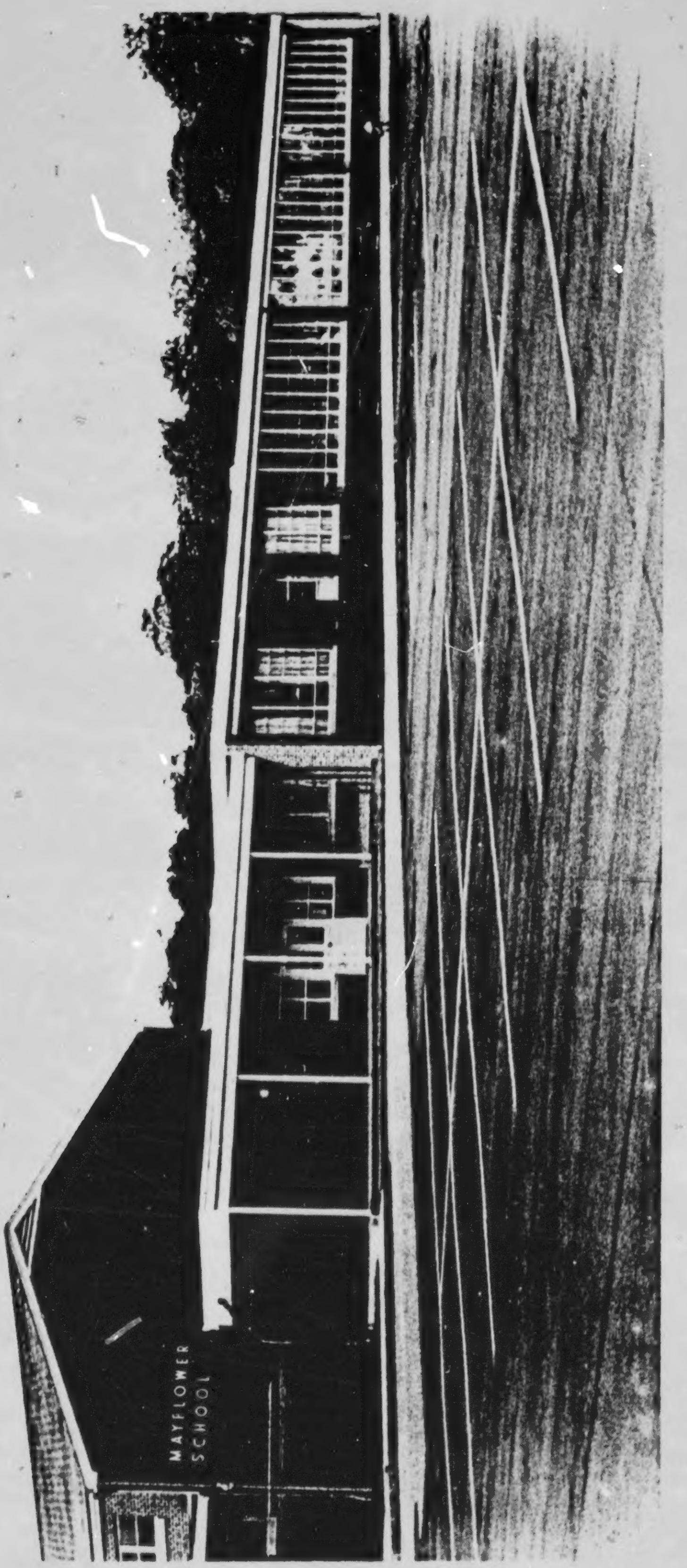
### Objective #2

To employ an experienced well trained teacher and aide for this group of children.

### Outcomes

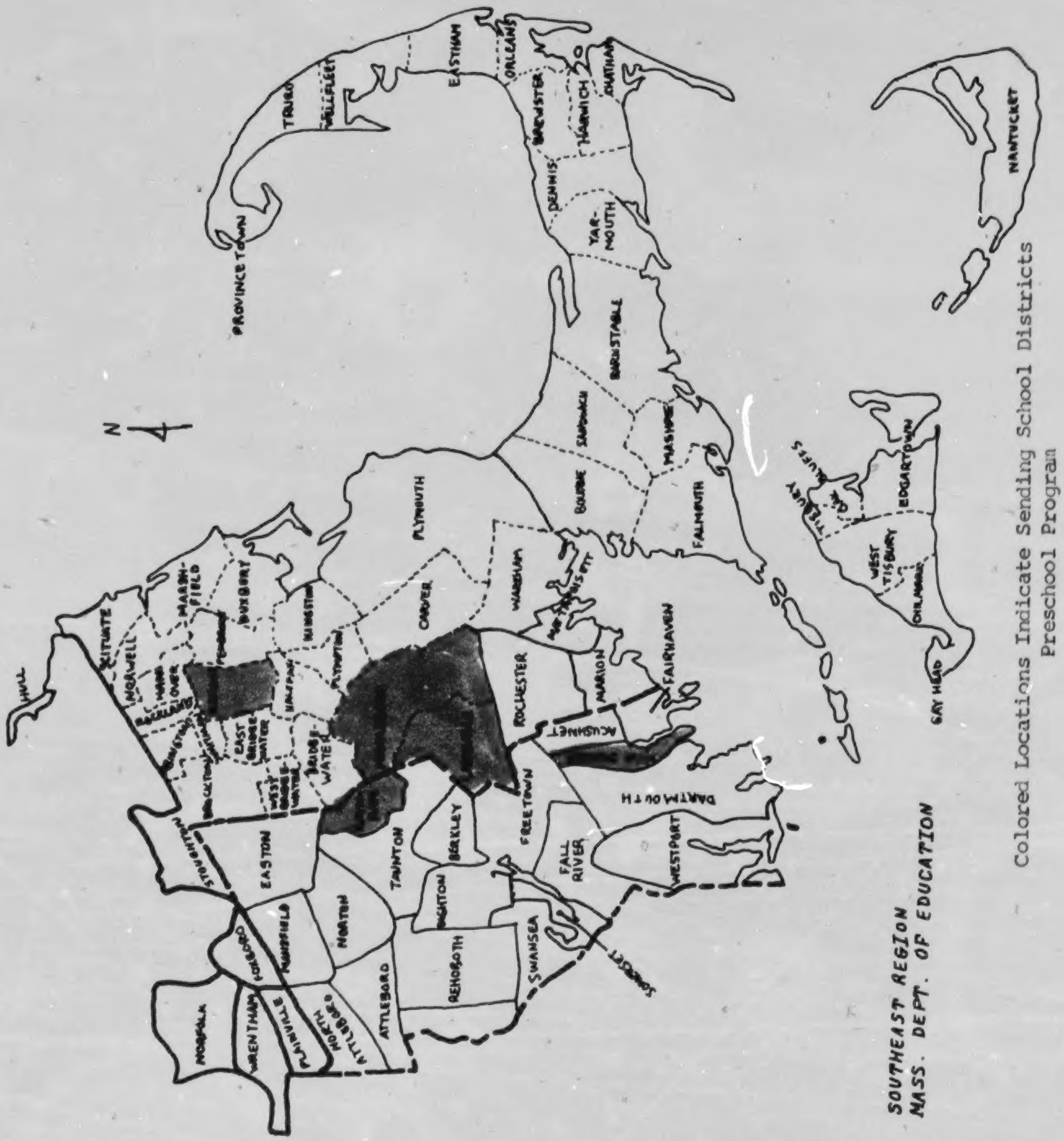
The selected teacher is fully certified as a special needs teacher of hearing impaired/deaf and emotionally disturbed children in Massachusetts and in the State of Michigan. Additionally, she completely

Figure 3


MAYFLOWER SCHOOL

Mayflower School
Middleborough, Massachusetts
March, 1976

Map 4


N
HULL
SCITUATE
NORWELL
HANOVER
ROCKLAND
MARSHFIELD
PEMBROKE
DUXBURY
EAST BRIDGEWATER
HALIFAX
KINGSTON
PLYMPTON
BRIDGEWATER
WEST BRIDGEWATER
BROCKTON
STOUGHTON
EASTON
TAUNTON
BERKLEY
FREETOWN
FALL RIVER
WESTPORT
DARTMOUTH
ACUSHNET
FAIRHAVEN
ROCHESTER
MARION
MATTAPOISETT
WAREHAM
CARVER
PLYMOUTH
BOURNE
SANDWICH
MASHPEE
FALMOUTH
BARNSTABLE
YARMOUTH
DENNIS
BREWSTER
HARWICH
CHATHAM
ORLEANS
EASTHAM
WELLFLEET
TRURO
PROVINCETOWN
NANTUCKET
EDGARTOWN
OAK BLUFFS
TISBURY
WEST TISBURY
CHILMARK
GAY HEAD
NORFOLK
WRENTHAM
PLAINVILLE
NORTH ATTLEBORO
FOXBORO
MANSFIELD
NORTON
ATTLEBORO
REHOBOTH
DIGHTON
SWANSEA
SOMERSET
SOUTHEAST REGION
MASS. DEPT. OF EDUCATION

Colored Locations Indicate Sending School Districts
Preschool Program

satisfied the position description developed for this pilot program by the task force of three (Appendix H). Her personal commitment to the hearing impaired encompasses a period of over fifteen years.

As a consequence of the collaborative nature of the program, supervisory and evaluative on-site observations were conducted by the executive director of R.E.A.D.S., Inc., professional staff of the S.E.A. and this writer. The results of these announced and unannounced assessments were shared with the teacher in each instance. These observations ranged from satisfactory in some areas to commendable in others, with an overall performance index of excellent. Thus resulting in her reelection to this position for the next school year.

Although there are no state regulations governing teacher aides, this person far exceeded the standards that had been established within the collaborative. The aide in turn was evaluated by the aforementioned people and by the teacher. She obtained commendable reportings in all categories. This paraprofessional possessed a degree in speech and had taken graduate course work leading to her certification as a speech therapist. Both of these staff members have participated in the monthly parent group sessions and each is currently enrolled in programs for sign language mastery (Appendix I).

Objective #3

To provide individual and group counseling services to the parents of this student population.

## Outcomes

The collaborative was able to contract with a certified, licensed psychologist to render the parent counseling services (Appendix N). Group sessions were conducted on a monthly basis for the parents of the preschool children starting in October. The locus of these sessions was either in the classroom or the R.E.A.D.S., Inc. offices. Periodically parents from the high school program participated in order to illustrate that problems being experienced by preschool parents have been met and overcome by others.

In addition to the group sessions, individual counseling sessions were scheduled on a request basis. To date seven group sessions have been conducted and sixteen individual meetings have been held. The general impressions registered by the parents have been very favorable and supportive of this program component. Specifically, the counselor has been able to assist some families in the acceptance of this handicapping condition and strengthen the internal relationship between the siblings, the parents and the children in question. Also, through the counseling process, contact has been instituted to other human service agencies and these agencies have been able to bring additional support to two families that were in emotional and financial turmoil involving in part the hearing impaired child. This phase of the program has been sustained in the service model for the next school year.

In every instance the parents are very supportive of the counseling services. All but one family has been seen on two or more occasions; the one family not actively involved in this sequence is being served through an outreach program of the local mental health center and it was deemed advisable not to add an additional dimension to this process.

## Objective #4

To design or obtain a program designed to promote an awareness of the etiology of hearing impairment and the dynamics of teaching hearing impaired children by teachers, administrators and others on a regional basis.

## Outcomes

Through grant funds, the project was able to purchase the complete program of "Hi-Fi"[*] materials, to be used on a free loan basis by school districts from the region. A pilot showing was arranged in the early fall for speech clinicians and special education administrators. These materials were enthusiastically received and reservations for their use was logged. Each school district that borrowed these materials was asked to comment on their appropriateness and reception. 93% of those that have used the materials to date (56 districts) report that they are excellent and well received. However, over 70% of the respondents (40) pointed out that they are more applicable to elementary teachers and parents of younger children.

Additionally, a series of hour-long workshops were held in each of the three elementary supervisory units within the Middleborough school district. The purpose of these activities was to pilot a program geared specifically for teachers of primary school aged children, alerting them to methods of teaching children with impaired hearing in regular class settings. A packet of teaching strategies was developed and distributed to all attendees (Appendix O). The response by the teachers to these presentations was very favorable and generated into requests to visit the preschool class to observe first-hand the instruction and communication devices employed.

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[*] Hi-Fi Materials: A program developed by the Northeast Regional Media Center for the Deaf, as a basis of an in-service education program within elementary schools. The materials include: a manual, transparencies, videotape and audiotape cassettes (OEG-0-73-0534-B). Grant Bureau of Education of the Handicapped United States Office of Education, Department of Health, Education and Welfare.

A day-long institute on hearing impairments has been scheduled for May 22, 1976. This program is being developed with the assistance of Dr. Joseph Rosenstein, Senior Consultant for Hearing Impaired/Deaf Education of the Massachusetts Department of Education (Appendix P). Initial responses to participation at this institute indicate a large professional and parent base of support for this endeavor.

## Objective #5

To design and test a program of individualized goal aspirations selected or designated by the parents, teacher and kindergarten teachers of the district for each child in the program.

## Outcomes

An aspirational index was designed and circulated to the parents of the children, their teacher, and the kindergarten and nursery school teachers within the school district. The results of the aspirational indexes have been tabulated on the basis of the mean ranking orders assigned (Table 3, page 41).

It should be noted that a marked difference occurs between the

Table 3

Assigned (Mean) Rank Order
Triad Members

| Goals | Ranking Order<br>P | T | E.C.E. |
|---|---|---|---|
| Increase ability to dress oneself (button, unbutton, zip, tie, etc.) | 12 | 13 | 2 |
| Increase ability to sustain attention in a game or task | 3 | 4 | 3 |
| Increase listening vocabulary | 1 | 1 | 7 |
| Increase ability to assemble parts of a whole | 10 | 12 | 10 |
| Increase ability to reproduce sounds and words | 4 | 2 | 9 |
| Increase ability to employ caution in daily living | 7 | 7.5 | 5 |
| Increase ability to maintain order (neatness) | 9 | 7.5 | 6 |
| Increase ability to care for self (toilet needs without undue assistance) | 6 | 10 | 1 |
| Increase ability in spoken vocabulary | 2 | 3 | 8 |
| Increase ability to fold, color | 11 | 11 | 11 |
| Increase ability to employ gestures in communication | 5 | 9 | 12 |
| Increase ability to share toys, games with age mates | 8 | 5 | 4 |

Legend:
P = Parents
T = Teacher
E.C.E. = Early Childhood Educators (Kindergarten/Nursery Teachers)

kindergarten teachers rank order and the rank order assigned by both the parents and the teacher. This discrepancy seems best explained by the statement, "the behaviors most desired by teachers of children entering kindergarten for the first time". Therefore, these responses reflected a preoccupation with classroom management behaviors rather than those specific skills to be acquired by a hearing impaired child. Both the parents and the teacher ranked "increase listening vocabulary" as the primary aspiration for each child in the program.

The remaining three goals identified in the upper quartile were also unanimously agreed to be both selectors. However, the order varied in the ranking of their selections. Listed in the primary quartile of goals were: "Increase Reproduction of Sounds and Words"; "Increase Spoken Vocabulary"; and, "Increase Attention to Task". For the most part this variation seems to be explained by the degree of sophistication that was demonstrated by each respondent. Of the remaining eight goals they seem to reflect the observational reaction of the teacher and the totality of function demonstrated by the child in the home or neighborhood situation. In order to determine the level of success perceived by the parents and the teacher of the aspirations enunciated in October of 1975, a rating scale was developed. This scale allowed for the rating of the levels of attainment of each goal identified and ranked in the fall (Appendix O).

The results of this rating scheme seem to indicate a high level of perceived success on the part of both the parents and the teacher.

It should be noted that in one instance a parent viewed the overall aspiration to "increase ability to employ caution in daily living" as at a "poor" level of attainment. However, the rationale behind this value index was predicated upon observed behavior of the child in and around the home where transferability, particularly with regard to street play was negative, e.g., play area of the Mayflower School is restricted and, as such, the involvement of children with vehicular traffic patterns has not been emphasized. These views have been translated into plans for the next phase of this program or into education prescriptions to be followed for the remainder of this year and into the next school term (Table 4, page 44).

In an attempt to translate the global goals selected by the "triad" members in specific measurable terms, this writer incorporated the use of individual performance objectives that were criterion-referenced. Each child was observed in the classroom for a period of three to six weeks. During this time frame, individual indexes were developed that reflected the child's abilities in the following areas: language, self-care skills, special relationships, color recognition, and attention span duration. These observations were conducted by the classroom teacher and the clinical psychologist from R.E.A.D.S., Inc. After determining the function levels of each child, a series of twelve performance objectives was developed. These objectives would constitute the specific measurable units that would be addressed during this pilot period for each child (Figure 4, page 45). This composite of ninety-six objectives became the reference points that were addressed by the teacher and children. Of this number, thirty-one were realized between September and the end of December; this represented 32% of the total.

Table 4

Goal Attainment Ratings
Parents and Teacher

| Goals | Excellent | | Good | | Fair | | Poor | |
|---|---|---|---|---|---|---|---|---|
| | P | T | P | T | P | T | P | T |
| Increase listening vocabulary | 7 | 5 | 1 | 1 | 0 | 1 | 0 | 0 |
| Increase ability in spoken vocabulary | 7 | 7 | 1 | 1 | 0 | 0 | 0 | 0 |
| Increase ability to sustain attention in a game or task | 4 | 8 | 3 | 0 | 0 | 0 | 0 | 0 |
| Increase ability to reproduce sounds and words | 6 | 7 | 1 | 1 | 1 | 0 | 0 | 0 |
| Increase ability to employ gestures in communication | 2 | 4 | 6 | 3 | 0 | 1 | 0 | 0 |
| Increase ability to care for self (toilet needs without undue assistance) | 5 | 7 | 2 | 0 | 1 | 0 | 0 | 1 |
| Increase ability to employ caution in daily living | 5 | 6 | 2 | 2 | 0 | 0 | 1 | 0 |
| Increase ability to share toys, games with age mates | 6 | 7 | 2 | 1 | 0 | 0 | 0 | 0 |
| Increase ability to maintain order (neatness) | 5 | 7 | 2 | 1 | 1 | 0 | 0 | 0 |
| Increase ability to assemble parts of a whole | 7 | 6 | 1 | 2 | 0 | 0 | 0 | 0 |
| Increase ability to fold, color | 8 | 8 | 0 | 0 | 0 | 0 | 0 | 0 |
| Increase ability to dress oneself (button, unbutton, zip, tie, etc.) | 8 | 8 | 0 | 0 | 0 | 0 | 0 | 0 |

## Figure 4

## Prototypical Performance Objectives[22]

The child will point to a specific object he wants and vocalizes want 50% of the time.

The child, when asked, will point to 3 body parts 90% of the time.

The child, when asked, will say his first name 50% of the time.

The child will place circle and square in appropriate slot of formboard 2 out of 3 trials.

The child will respond with "yes" or "no" appropriately 75% of the time.

The child will carry out a variety of simple (1 step) directions 50% of the time.

The child will sustain interest for 2 or more minutes in looking at pictures if they are named.

The child, upon verbal request, correctly points to at least 4 items of clothing shown in large picture.

The child will repeat 2 digits in succession 4 out of 5 trials.

When presented with pegboard and peg, the child will insert small sized peg into pegboard hole alone.

The child will identify 1 primary color (red, yellow, blue) 3 out of 3 trials.

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[22] Schirmer, Gene J., Ph.D. (Ed.), Performance Objectives for Preschool Children, Delta-Schoolcraft Intermediate School District, 1974.

Figure 4

(continued)

When given a 3 piece formboard, the child will place pieces in appropriate slots 80% of the time.

The child will put his toys where they belong 50% of the time with specific direction.

The child will, upon request, stack 5 rings in order by size within two minutes without assistance.

The child will catch a large ball when it is slowly rolled on the floor to him 2 out of 4 trials.

The child holds up the correct number of fingers to signify his age when asked, "How old are you?".

The child will complete urinating tasks by self but may need assistance with clothing.

The child will describe one event of the day in a 2-3 word sentence upon request.

The child verbalizes toilet needs 80% of the time.

The child hangs his coat when directed, on a hook when he comes in the classroom without assistance 50% of the time.

When given blocks, the child will build a tower 5 blocks high, upon request, 80% of the time.

The child will share a toy with another 30% of the time.

The child will play in a small group for 20 minutes.

Since the start of the new year, another thirty-six have been satisfied, representing 38%. Therefore, of the originally stated objectives (96), sixty-seven have been realized, demonstrating a composite of 71% (Table 5, page 48).

Considering the age of the children, the attention directed toward individual language acquisition skills and increasing their attention span, this attainment level is viewed by this writer as successful. Additionally, with the satisfaction of a performance objective another was added. This continual updating process has constituted a very fluid educational plan design that has been favorably viewed by the parents. This process has been incorporated into our reporting scheme. To date over 160 appropriate performance objectives have been identified for this pilot student group.

## Objective #6

To demonstrate the functional interrelationship between the two polar programs within the region.

## Outcomes

From the outset of this program the interrelationship between the two polar programs has been on-going. This report in the main, reflects the nature and scope of the synchronized efforts that have been made to insure a linkage between the programs. Attendance records and discussion notes at the R.E.A.D.S., Inc. headquarters attest to this on-going interaction. The effort was joined from

Table 5

Number of Performance Objectives Satisfied
Monthly Scale

| Child | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | Totals |
|---|---|---|---|---|---|---|---|---|---|
| A | 2 | 0 | 1 | 2 | 1 | 2 | 2 | 2 | 12 |
| B | 0 | 1 | 2 | 1 | 0 | 2 | 2 | 1 | 9 |
| C | 1 | 0 | 1 | 2 | 0 | 1 | 1 | 1 | 7 |
| D | 1 | 0 | 1 | 1 | 2 | 1 | 2 | 0 | 8 |
| E | 0 | 2 | 1 | 1 | 0 | 1 | 2 | 1 | 8 |
| F | 1 | 0 | 2 | 0 | 1 | 0 | 1 | 2 | 7 |
| G | 3 | 0 | 0 | 1 | 2 | 0 | 1 | 0 | 7 |
| H | 0 | 0 | 1 | 3 | 1 | 2 | 1 | 1 | 9 |
| Totals | 8 | 3 | 9 | 11 | 7 | 9 | 12 | 8 | 67 |

In keeping with the philosophy of individualized education for special needs children, the attainment level of each child was reviewed. This review pointed up that two of the participants had been assigned objectives that were inappropriately high considering the discovered degree of their hearing loss. The three youngest participants had a difficult school adjustment period at the outset of the school year (CA 3.4). This factor alone was a major contributor to their success rate. Additionally, family turmoil in the case of two other children was identified as a periodic negative influence on their classroom behaviors.

the start although the component programs were located on the extreme ends of the axis of the educational sphere. All facets of the program were designed and developed mutually. A definitive description of this interaction and linkage network appears in this report under the heading "Linkage Recapitulation".

## Objective #7

To validate the results of the findings of the two studies previously cited.

## Outcomes

A validation study was undertaken to insure the results of the previous studies or to construct a more valid data bank (Appendix J). On the basis of this survey 341 children were identified by their local school districts as being hearing impaired. The data indicates that of the 341 identified children, 190 are male and 151 are female. Presently 61 are being served in state operated or private schools for deaf at state expense. Of the remaining 280 children, 245 are in programs with specialized instruction or being tutored in addition to their regular schooling. The remaining 35 children have identified hearing losses but are able to function in a normal school setting without specialized accommodations. The complete validation study has been incorporated into this report (Appendix R). Figures 5 and 6, and Table 6 have been developed to illustrate the data contained in the aforementioned appendix. It should be noted that Table 6 exclusively addresses children below 12 years of age.

Figure 5

Hearing Impaired Breakdown by Sex
Southeast Region

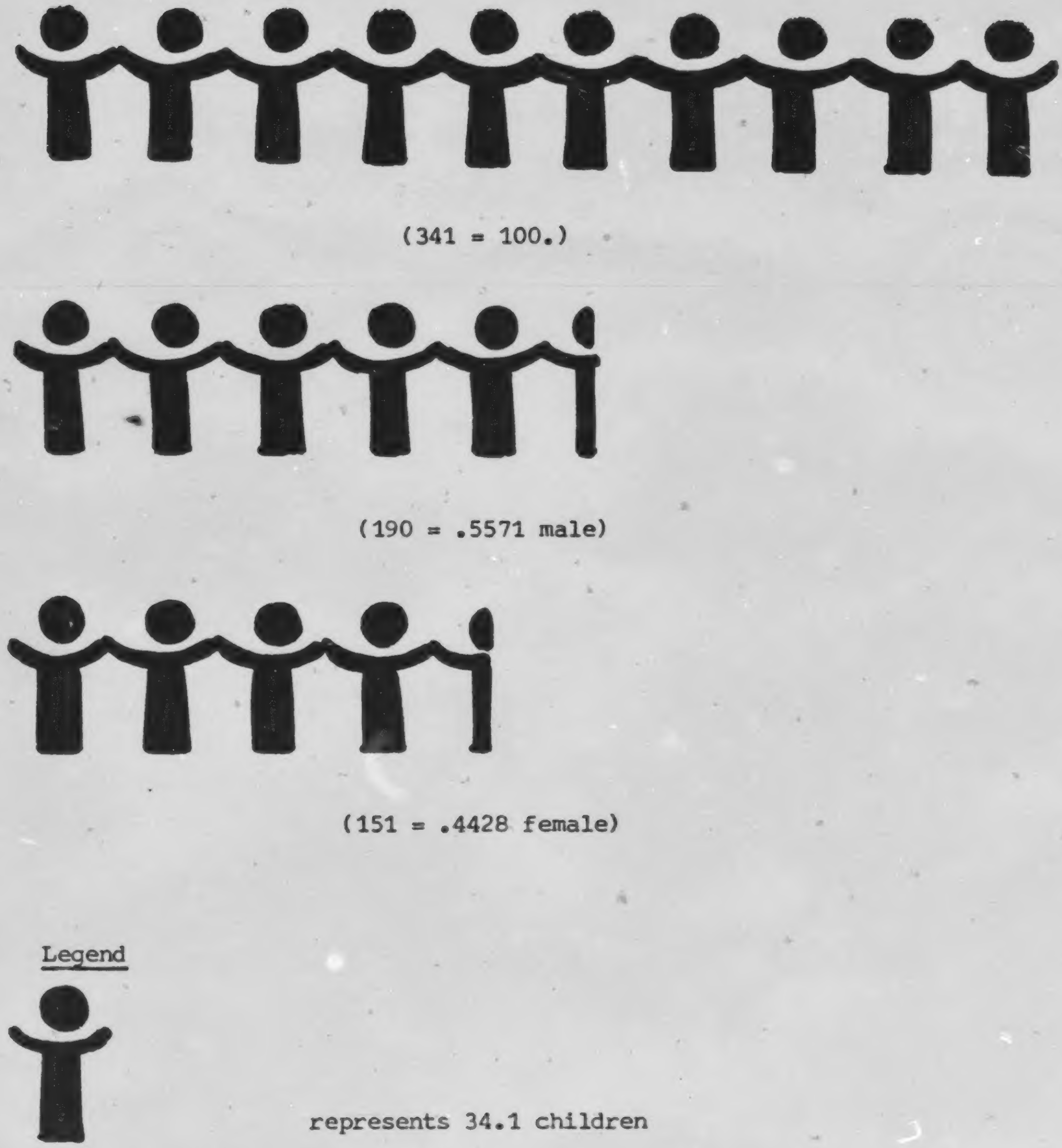
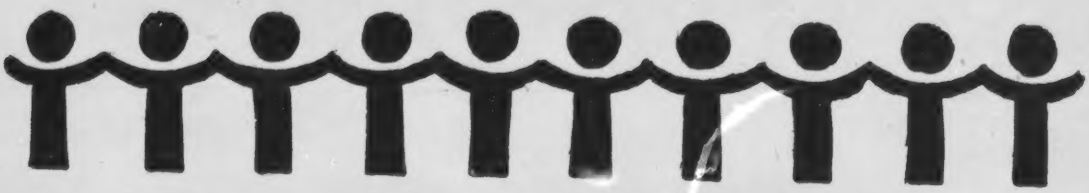
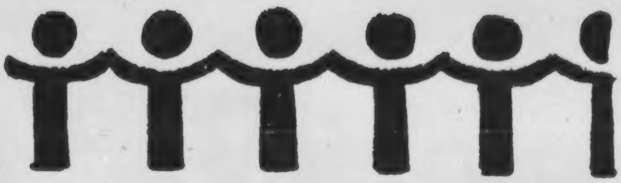


Figure 6

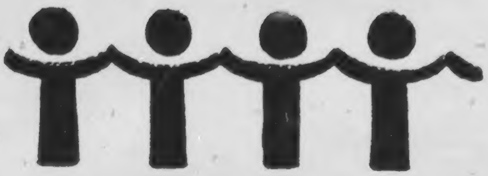
Hearing Impaired Breakdown of Pupils in LEA Programs
in/out of District



(245 = 100.)



(140 = .5714 male)



(105 = .4285 female)

Legend

= 24.5 pupils

## Table 6

### Hearing Impaired Demographic Breakdown
### Number of Children Reported by Sex and Chronological Age Ranges

| Area | Below CA 6 yrs 11 mos | | | Between 7-0/11 yrs 11 mos | | | Totals | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male | Female | Total | Male | Female | Total | M | F | T |
| Cape | 2 | 5 | 7 | 2 | 5 | 7 | 4 | 10 | 14 |
| Duxbury | 3 | 2 | 5 | 6 | 5 | 11 | 9 | 7 | 16 |
| New Bedford | 5 | 3 | 8 | 7 | 5 | 12 | 12 | 8 | 20 |
| Fall River | 4 | 1 | 5 | 8 | 4 | 12 | 12 | 5 | 17 |
| Brockton | 0 | 0 | 0 | 1 | 1 | 2 | 1 | 1 | 2 |
| R.E.A.D.S., Inc. | 4 | 3 | 7 | 11 | 5 | 16 | 15 | 8 | 23 |
| Attleboro | 1 | 1 | 2 | 9 | 11 | 20 | 10 | 12 | 22 |
| Totals | 19 | 15 | 34 | 44 | 36 | 80 | 63 | 51 | 114 |

percentages Male: .5526
Female: .4473

The results of this survey have been shared with Department of Education staff members at both the regional and central offices. It is hoped that this prototypical design or a modification of this instrument may be adapted for statewide utilization as it seems to have a high degree of transferability.

## Objective #8

To provide complete pediatric assessment.

## Outcomes

Complete psychological, educational and medical assessments were arranged and provided for each child in the preschool program. The results of these assessments were forwarded to the parents of each child in question. This nucleus data became the central component of the core evaluation process and team meeting conducted for each student.[23] This data was incorporated into the educational plan for each child. The results of these evaluations were viewed favorably by the parents and the professionals involved with the program.

All original protocols are on file at the R.E.A.D.S., Inc. headquarters.

---

[23] Regulations Chapter 766, #604.0, p. 76.

Summary of assessments performed by category:

| | |
|---|---|
| Pediatric | 8 |
| Audiological | 8 |
| Speech and Language | 8 |
| Neurological | 3 |
| Ophthalmological | 1 |
| Psychological | 8 |
| Educational | 8 |
| Developmental | 8 |

## Additional Outcomes

Attendance indexes were maintained in accordance with regulations governing student attendance in Massachusetts.[24] A master attendance register is maintained in the preschool class. Summary reports of specific attendance were posted monthly to each school district that had a child enrolled in the program.

For the purpose of evaluation, the preschool hearing impaired program was compared to the kindergarten classes using the average percent of attendance on a monthly basis in both units (Table 7, page 55).

It was encouraging to observe that these children two or more years younger than the kindergarten children had a higher percentage of attendance. This writer feels that with the passing of the winter months, an attendance percentage approximately that registered in the fall will be attained by this student population.

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[24] Massachusetts General Laws (Tercentenary ed.), Chapter 76, Sections 1, 2a.

## Table 7

## Comparison of Attendance Percentages

| Month | [*] Kindergarten | Preschool Hearing Impaired Pupil | Percentage Difference |
|---|---|---|---|
| September | 95 | 97 | + 2 |
| October | 92 | 96 | + 4 |
| November | 94 | 97 | + 3 |
| December | 88 | 85 | - 3 |
| January | 91 | 93 | + 2 |
| February | 89 | 90 | + 1 |
| March | 93 | 96 | + 3 |
| April[**] | 94 | 94 | - 0 |

[*] 12 Kindergarten classes with an enrollment over 300 pupils

[**] Data as of 15 April 1976

## Highway Accessibility

The selection of the Mayflower School as the locus for this program was predicated upon an additional factor. Highway accessibility was given as a determiner in the ultimate site selection. The town of Middleborough is intersected by many state highways. Route #25, a limited access roadway, is one of two major routes to Cape Cod. It is located on the western boundary of the town of Middleborough. Likewise, State Route #44 is a limited access roadway dissecting this township on an east to west basis having a terminus in Plymouth and another in Providence, Rhode Island. The community has State Highway #28 ("Cranberry Highway") which runs north and south through the length of the community. The aforementioned routes are all considered major state highways and, as such, receive primary attention during ice and snowstorms. Lastly, a connecting highway, Route #105 ("Main Street"), links the central business area of the community with the outer reaches of the town from the western to eastern borders.

The Mayflower School has a school bus access road directly off State Route #28 and it is located 200 yards off Route #105. Additionally, this school is less than one mile from an interchange on Route #25 and less than a mile and a half from the Southeast Regional Office of the Department of Education which, in the collective opinion of the R.E.A.D.S., Inc., directors, middle-managers and the executive director, made this location an ideal choice.

Fringe Benefits

With the termination of the secondary coordinator early in the fall, a surplus existed in the instructional category of the budget.

After consultation with the regional staff of the Department of Education, the task force of three determined that the area of greatest deficiency was the lack of available individual audiological assessment centers. Particularly for serving those children who fail the "Massachusetts Pure Tone Screening Instrument" which is required to be administered annually. A telephone poll was conducted to determine which, if any, of the 17 general hospitals in the region had the necessary staffing and equipment to deliver this service. As a result of this polling, only one hospital was determined able to perform this function. This in effect would seem to indicate that for the majority of students an individual audiological evaluation would be granted only after an extensive waiting period.

The task force of three determined that the most appropriate use of these funds would be to provide at no cost complete audiological assessments for the children within this region. Permission was sought and obtained to reallocate within the budget, this surplus. This reallocation was allowed for the purchase and equipping of an audiometric testing area at the R.E.A.D.S., Inc. offices. Additionally, the collaborative was able to employ on a consultant basis an educational audiologist to conduct these evaluations. R.E.A.D.S., Inc. offered these services to all school districts of the southeast region commencing in February, 1976 (Appendix S).

R.E.A.D.S., Inc. can now offer a complete range of services for the hearing impaired child. Including consultative diagnostic services of an Ear, Nose and Throat specialist through evaluations by an educational audiologist employing standard and impedance measurement devices in a clinical setting.

## LINKAGE RECAPITULATION[*]

Through the phases of planning and development, a linkage relationship has existed between the preschool and high school hearing impaired programs established this school year respectively in the Massachusetts communities of Taunton and Middleborough.

Largely, but not exclusively, this linkage has been characterized by the collective contributions of this writer and Mr. Edward J. Lynch to such efforts as site selection, search and securing of federal funding, the composition of dissemination literature, the selection of staff personnel, the processing of a regionalized demographic survey and the organization of a day-long regional institute on hearing impairment. Additionally, the linkage has been demonstrated through teaching staff interplay and interaction between the parents of the enrolled students. For example, dialogue between each program teacher has generated the adoption of uniform application and admission procedures scheduled to become effective with the start of the next school year. Parental participation, on the other hand, has been exemplified by the documented involvement of parents from both programs in group counseling experiences provided for them at the R.E.A.D.S.,Inc. facility in Lakeville.

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[*] Co-authored by this writer and Mr. Edward J. Lynch, Director Pupil Personnel Services, Taunton Public Schools.

The existance and efficacy of such a linkage relationship would seem to be affirmed by observations and reactions from other vantage points. For instance, Dr. Robert K. Hartman, executive director of R.E.A.D.S., Inc., has been recorded as stating that "although the components are located in separate districts within the collaborative, I have yet to feel that they are not as one".[25]

From the middle management constituency of R.E.A.D.S., Inc., composed of district pupil personnel and special education administrators, support was voted for additional direct service programs by the collaborative based on, "....the linkage system operating in the hearing impaired model".[26] In direct correspondence, the Board of Directors of R.E.A.D.S., Inc. authorized the establishment for the next school year of a regionalized program for "Language Arrested Children" based on the operational parameters developed and utilized in the hearing impaired programming.[27]

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[25] R.E.A.D.S., Inc., Minutes of the Meetings of the Steering Committee, Meeting of December 2, 1975.

[26] R.E.A.D.S., Inc., Minutes of the Meetings of the Middle Management Committee, Meeting of January 13, 1976.

[27] R.E.A.D.S., Inc., Minutes of the Meetings of the Board of Directors, Meeting of January 20, 1976.

In summary, all of these preceeding circumstances would seem to indicate that the hearing impaired model described in the preceding pages, together with the linkage component, has a high degree of transferability as an instructional delivery system for students with low incidence handicapping conditions.

## CONCLUSIONS

The preschool phase of the regional program for hearing impaired children, on the basis of the substantial attainment of the objectives established at the outset of this endeavor seems to have been successful.

The participation of the parents, the teacher and aide of the preschool hearing impaired class and the early childhood educators in assisting in the development and rating of the "triad" goal indexes was a manifestation of the cooperation extended by all involved in this program. The gains noted for each child based upon criterion references is proof of the merits of this undertaking. Attendance percentages accumulated by the preschoolers is evidence of their acceptance of this educational experiment.

Continuation of this program for the next school year has been assured via tuition payments guaranteed by the school districts that have children presently enrolled in the class. Additionally, this model has been adopted as the basis of future regionalized direct service programs by the collaborative.[28]

This first attempt at direct delivery programs for low incidence handicapped children has received an enthusiastic endorsement from the R.E.A.D.S., Inc. directors. The model developed for hearing impaired children seems to have a high degree of transferability to other handicapping conditions. Planned for the next school year (1976-77) are regional programs for language delayed, aphasia children and an expansion of the hearing impaired offerings.

This program, with its regional impact, linkage system and "triad" goal setting scheme has been viewed by the regional special education administrators as a model worthy of replication.

This writer was pleased to have contributed to the design of this model, to the expansion of regionalized programs and to the promise of a more equal educational opportunity for this low incidence handicapped population.

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[28] R.E.A.D.S., Inc., Minutes of the Meetings of the Board of Directors, Meeting of January 20, 1976.

Appendix A

An Invitation from S.E.A.

(page 62)

# R. E. A. D. S.

**Regional Educational Assessment & Diagnostic Services, Inc.**

LAKEVILLE HOSPITAL
LAKEVILLE, MASSACHUSETTS 02346
(617) 947-3634

ROBERT K. HARTMAN, PH. D.
EXECUTIVE DIRECTOR

May 28, 1975

TO: Ed Lynch/Herb Drew

FROM: Bob Hartman BH

RE: Memo from Regional Office
Deaf Program

I received the following memo "prospectus" from Jack Burke of the Southeastern office concerning the Deaf Program:

> "Propose to R.E.A.D.S. the establishment of:
>
> A High School Day Program--for the deaf and a preschool program for the deaf. To be located within a 10 mile radius of SERC with accessibility via major highways.
>
> To provide the necessary space in a public High School setting for the purposes of integration, and in an elementary program for pre-school children.
>
> To provide all necessary administrative and supervisory functions together with the actual delivery of services for those programs.
>
> Population of both H.S. & Pre-School program designated in study of Southeast Region, however subject to revision based on incomplete reports from some towns.
>
> Operational funding to be determined and negotiated."

This looks to me to be in line with the summative data you fellows developed on the R.E.A.D.S. program. Please review and let me know your thoughts.

## Appendix B

## Request to Middle Managers

(page 63)

R. E. A. D. S.
**Regional Educational Assessment & Diagnostic Services, Inc.**
LAKEVILLE HOSPITAL
LAKEVILLE, MASSACHUSETTS 02346
(617) 947-3634

ROBERT K. HARTMAN, PH. D.
EXECUTIVE DIRECTOR

June 3, 1975

Mr. Herbert A. Drew Jr., Director
Pupil Personnel Services
Middleboro Public Schools
Middleboro, Mass. 02346

Dear Herb:

I have recently been approached by the State Department of Education to consider the possibility that R.E.A.D.S. develop a program for hearing impaired children. This seems to be a specially propitious timing since it comes on the heels of the evaluation report prepared by the Evaluation Committee with, of course, considerable input from you. It would seem that R.E.A.D.S. involvement in such a program for the hearing impaired would be quite consistent with the recommendation that R.E.A.D.S. move away from strictly a diagnostic purpose into direct programming for handicapped children.

The State Department feels that there is a need for the development of a high school program and pre-school program to serve hearing impaired children in this part of the State. I would like you to consider the possibility that the pre-school part of this program be based in Middleboro. I am also corresponding with Ed Lynch of Taunton in hopes that he will accept the high school program.

The State Department has assured me that the program would be totally funded through federal funds the first year of operation. After that, the program would be supported through tuition payments from the participating school districts.

If you and Ed could work out a meeting time, I would like to sit down and go into further detail with you concerning this program. I am willing to make myself available at any time that you and Ed find convenient.

Sincerely,

Bob

Robert K. Hartman, Ph.D.,
Executive Director

RKH/pt

## Appendix C

## Memorandum of Understanding
## Communication to L. D. Lynch

(pages 64-68)

MIDDLEBOROUGH PUBLIC SCHOOLS
*Pupil Personnel Services*
MIDDLEBOROUGH, MASSACHUSETTS 02346

HERBERT A. DREW, JR.
Director

MEMO

June 13, 1975

TO: Lincoln D. Lynch

FROM: Herbert A. Drew, Jr.

SUBJECT: Deaf Program Proposal

After a morning-long session with Dr. Robert K. Hartman, Executive Director of R.E.A.D.S., Inc., the following operational parameters were developed to be presented for Board of Directors' consideration.

It is my belief that these fifteen items are well developed safeguards for our school system and set reasonable functioning outlines that can be refined specifically for the housing districts. They were developed this morning with Dr. Hartman, Ed Lynch of the Taunton School Department, and myself. We all agreed that the establishment of these fifteen points is vital to the development of this service model.

Fifteen Point Summary

1. The entire program costs will be underwritten for the first operational year by the State Department of Education via federal grant funds.

2. Salary rates of all staff will be in harmony with those paid by housing community. Teachers salary schedule - Federal Aide daily rate.

3. Work day shall be prescribed by housing community: start time/ end time/ attendance or staff meetings, etc.

4. School year (calendar) will be the same as housing community.

5. School will be called off, e.g., snow days, etc. by authorized officials of housing community.

6. The program will operate under shared control and supervision by Principal and Director of Pupil Personnel Services of the housing community and the Executive Director of R.E.A.D.S., Inc., in accordance with local policies, guidelines, etc.

7. Additional managerial support will be offered to housing community by R.E.A.D.S., Inc.

8. The Superintendent of Schools or his designee shall maintain the right of selection and veto over all personnel staffing assigned to the housing community.

9. Tuition rates after first operational year shall be established by the Board of Directors.

10. Commencing the second year all participant communities will be assessed equal tuition fees, dependent upon program. Said fees are due and payable September 1st and January 15th in equal payments.

11. Transportation is the responsibility of the sending community.

12. Substitute teacher lists will be specifically developed and supplied by R.E.A.D.S., Inc., to housing community.

13. All staff are to be employees of R.E.A.D.S., Inc.

14. Housing community shall give R.E.A.D.S., Inc., one (1) year advance notification of its inability to continue to provide (space) housing.

15. Consideration to housing community shall be based upon enrollment, integration factors, ancillary support personnel provided, etc.

e.g.: Secondary: $\frac{1}{2}$ per pupil costs per pupil enrolled to be deducted from R.E.A.D.S., Inc., assessment the following year.
Elementary: flat fee for space provided, to be deducted from R.E.A.D.S., Inc., assessment the following year.

I believe that in light of the above, we would be well advised to actively participate in the program.

Herb

Regional Educati[illegible], Inc.
LAKEVILLE HOSPITAL
LAKEVILLE, MASSACHUSETTS 0234[illegible]

(617) 947-3634

ROBERT K. HARTMAN, PH. D.
EXECUTIVE DIRECTOR

June 16, 1975

Mr. Lincoln D. Lynch,
Superintendent of Schools
Middleboro Public Schools
Town Hall
Middleboro, Massachusetts 02346

Dear Mr. Lynch:

The attached proposal has been presented to R.E.A.D.S., Inc. by the State Department of Education. This proposal encourages the R.E.A.D.S. collaborative to develop programs for hearing impaired children in Southeastern Massachusetts. The State Department is especially interested in the development of a pre-school program and high school program.

As you know from our several conversations on this matter and discussions with Mr. Drew, I am interested in the possibility of housing the pre-school program in Middleboro. Please let me reiterate some of the advantages to Middleboro for the basing of such a program.

PROFESSIONAL ADVANTAGES

1. There is presently no pre-school program available for hearing impaired children of Southeastern Massachusetts. Alternatives open to school systems are private school placements or public school programs some distance away. Thus, the Middleboro Public Schools would assist the R.E.A.D.S. collaborative in providing a sorely needed service to this population of children.

2. The housing of such a program in Middleboro would make available to the staff of the Middleboro Public Schools the expertise of a teacher specializing in the education of the deaf. His/her expertise could be tapped in the areas of language development and general curriculum development in the language arts. His/her presence would also help sensitize the regular teaching staff to the needs of handicapped students, a service consistent with the new direction mandated by Chapter 766.

3. Middleboro's participation in the R.E.A.D.S. collaborative by housing a direct service program will assist the collaborative in the further development of regional direct service programs. In the long run this will help R.E.A.D.S. open up other programs for Middleboro students with other special needs.

   Middleboro would be in a position of leadership for collaboration in special needs programming.

FINANCIAL ADVANTAGES

1. In order to reimburse the Middleboro Public Schools for the space allotted, a fee of $2,000 would be paid. This fee would be paid by deducting $2,000 from the R.E.A.D.S. assessment to Middleboro.
2. The location of such a program in Middleboro would provide considerable savings to the Middleboro Public Schools in transportation of hearing impaired students from the Town of Middleboro.
3. Middleboro participation in direct service collaboration would enable R.E.A.D.S. to develop other direct service programs in the Greater Middleboro Area which would, again, reduce transportation costs and tuition costs for handicapped children in other diagnostic categories.

Should you feel that this is an appropriate program to be housed in Middleboro, I respectfully request that you submit this proposal to your School Committee at it's next regular meeting. I will be happy to attend that meeting should you feel that my presence would enhance the School Committee's understanding of the nature and scope of the proposal.

I have been given a deadline of June 26th to respond to the State Department if we wish to develop this program and receive the Federal support for it. As you know, the State Department is proposing full funding of this program the first year, after which it would be supported on a tuition basis by those communities sending students to the program.

Thank you for your time and consideration.

Sincerely,

Robert Hartman

Robert K. Hartman, Ph.D.,
Executive Director
RKH:ss

CC: Mr. Herb Drew

PROPOSED TO READS

The establishment of

A. High School Day Program-for the deaf and a pre-school program for the deaf. To be located within a 10 mile radius of SERC with accessibility via major highways.

To provide the necessary space in a public High School setting for the purposes of integration, and in an elementary program for pre-school children.

To provide all necessary administrative and supervisory functions together with the actual delivery of services for these programs.

Population of both H.S. & Pre-School program designated in study of Southeast Region, however subject to revision based upon incomplete reports from some towns.

Operational funding to be determined and negotiated.

# Appendix D

## Request to Develop Federal Grant

(page 69)

R. E. A. D. S.
Regional Educational Assessment & Diagnostic Services, Inc.
LAKEVILLE HOSPITAL
LAKEVILLE, MASSACHUSETTS 02346
(617) 947-3634

ROBERT K. HARTMAN, PH. D.
EXECUTIVE DIRECTOR

June 27, 1975

Herbert A. Drew Jr., Director
Pupil Personnel Services
Middleboro Public Schools
Middleboro, Mass. 02346

Dear Herb:

Last night we passed the final hurdle with the R.E.A.D.S. Board of Directors and it now appears that the program for hearing impaired students will be a reality. That the program has come so far in such a short time is in no small measure due to the efforts that you and Ed have put into your respective program levels. At this time I would like to express my sincere appreciation for the time you have taken and for the legwork you did with your Superintendent and School Committee. This kind of cooperation makes a collaborative a viable entity.

At this point, I once again find myself in a position of asking for your assistance. I would like to meet with you to discuss the specifics of the program in Middleboro so as to be better prepared in putting together the grant application. Your help along these lines would be greatly appreciated, including federal grant application development.

I will also schedule some candidates for interviewing but will need to know times when you are available. If you will please call my secretary and let her know such times as you could be available, then I will make the interview times conform to those dates.

Sincerely,

Bob

Robert K. Hartman, Ph.D.,
Executive Director

RKH/pt

Appendix E

Federal Grant Proposal

(pages 70-82)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FEDERAL ASSISTANCE FOR THE EDUCATION OF HANDICAPPED CHILDREN UNDER P.L. 89-313,
AMENDMENT TO TITLE I, ESEA; AND PARTS B, C, AND G, EHA

FORM APPROVED
O.M.B. NO. 51-R0803

## PART I - PROJECT APPROVAL, STATISTICAL DATA AND ABSTRACT

### 1. STATE EDUCATIONAL AGENCY ACTION (To be completed by State educational agency)

|  | STATE CODE (A) | STATE PROJECT NUMBER (B) | SEA CLASS (C) | DATE APPROVED (D) Month | Day | Year | AMOUNT APPROVED (E) | ALLOCATED FROM FEDERAL FY (F) |
|---|---|---|---|---|---|---|---|---|
| A |  |  |  |  |  |  | $ | 19 |

### 2. MAINTENANCE OF FISCAL EFFORT

| SECOND PRECEDING FISCAL YEAR (A) | FIRST PRECEDING FISCAL YEAR (B) |
|---|---|
| $ | $ |

BC

### 3. APPLICANT AGENCY

(a) NAME OF ADMINISTRATOR (Last, first, middle initial)
Hartman, Robert K.

(b) NAME OF AGENCY
R.E.A.D.S., Inc. (A 19 town educational collaborative

(c) NUMBER AND STREET
Lakeville Hospital

| (d) CITY | (e) STATE | (f) ZIP CODE |
|---|---|---|
| Lakeville | MA. | 02346 |

(g) COUNTY
Plymouth

| TELEPHONE | (h) AREA CODE | (i) NUMBER | (j) EXTENSION |
|---|---|---|---|
|  | 617 | 947-3634 |  |

(k) CONGRESSIONAL DISTRICT NUMBER →

### 4. PROJECT DIRECTOR

(a) NAME OF DIRECTOR (Last, first, middle initial)
Hartman, Robert K.

(b) NAME OF SCHOOL OR BUSINESS
R.E.A.D.S., Inc.

(c) NUMBER AND STREET
Lakeville Hospital

| (d) CITY | (e) STATE | (f) ZIP CODE |
|---|---|---|
| Lakeville | MA. | 02346 |

(g) COUNTY
Plymouth

| TELEPHONE | (h) AREA CODE | (i) NUMBER | (j) EXTENSION |
|---|---|---|---|
|  | 617 | 947-3634 |  |

### 5. PROJECT DURATION

|  | Month | Day | Year |
|---|---|---|---|
| (a) FROM | 8 | 01 | 75 |
| (b) TO | 6 | 30 | 76 |

D

### 6. TITLE OF PROJECT (Limit to 50 characters, including punctuation and spaces)
Southeast Regional Program for Hearing Impaired Students

E

### 7. LEGISLATIVE FUNDING AUTHORITY

| 7. LEGISLATIVE FUNDING AUTHORITY | CHECK ONE |
|---|---|
| (a) P.L. 89-313 | X |
| (b) PART B, EHA |  |
| (c) PART C, EHA - D-B |  |
| (d) PART C, EHA - ECE |  |
| (e) PART G, EHA |  |
| (f) OTHER (Specify) |  |

### 8. OTHER FUNDING SOURCES

| 8. OTHER FUNDING SOURCES |  |
|---|---|
| (a) Local | $ |
| (b) State |  |
| (c) Other Federal title (Specify) |  |
| (1) |  |
| (2) |  |
| (3) |  |
| (d) Other |  |
| (e) TOTAL | $ |

### 9. TYPE OF FORM

| 9. TYPE OF FORM | CHECK ONE |
|---|---|
| (a) Application | X |
| (b) Application Amendment |  |
| (c) Report |  |
| (d) Report Amendment |  |

F

10. (a) SIGNATURE OF AUTHORIZED OFFICIAL
Robert K Hartman

(b) DATE
7/3/75

### 11. OE USE ONLY

|  |  |
|---|---|
| School District Code |  |
| Vendor Code |  |

OE FORM 9025, 1/72

REPLACES OE FORM 9025, 12/70, WHICH IS OBSOLETE

## 12. PROJECT EXPENDITURES

*(APPLICATION – Give estimated dollar amount of Federal funds required. REPORT - Give actual expenditures and unliquidated obligations.)*

ABCD

| A. BY EXPENDITURE ACCOUNTS (See OE Handbook II) | SALARIES (a) | CONTRACTED SERVICES & OTHER EXPENDITURES (b) | TOTAL AMOUNT (c) | B. BY TYPE OF HANDICAPPED CHILDREN BENEFITING | AMOUNTS (d) |
|---|---|---|---|---|---|
| (1) Administration (100) | $ | $ 7,305 | $ 7,305 | (1) Trainable Mentally Retarded | $ |
| (2) Instruction (200) | 53,300 | 4,250 | 57,550 | (2) Educable Mentally Retarded | |
| (3) Attendance Services (300) | | | | (3) Learning Disabled | |
| (4) Health Services (400) | | 1,000 | 1,000 | (4) Emotionally Disturbed | |
| (5) Pupil Transportation (500) | | | | (5) Other Health Impaired | |
| (6) Operation of Plant (600) | | 9,500 | 9,500 | (6) Crippled | |
| (7) Maintenance of Plant (700) | | | | (7) Visually Handicapped | |
| (8) Fixed Charges (800) | | | | (8) Deaf-blind | |
| (9) Food Services (900) | | | | (9) Deaf | 80,355 |
| (10) Student Body Activities (1000) | | | | (10) Hard of Hearing | |
| (11) Community Services (1100) | | | | (11) Speech Impaired | |
| (12) **SUB-TOTAL** (100 thru 1100) | $ 53,300 | $ 22,055 | $ 75,355 | (12) **TOTAL HANDICAPPED** | $ 80,355 |
| (13) Sites (1210) | | | | **C. BY SPECIAL CATEGORIES** | |
| (14) Buildings (1220A and B) | | | | (1) Preschool Project Activities | $ 31,515 |
| (15) Remodeling (1220C) | | | | (2) Voc-ed Project Activities | |
| (16) Equipment for Instruction (1230C) | | | 5,000 | (3) Inner City Project Activities | |
| (17) Other Equipment (1230 except C) | | | | (4) Minority Group Project Activities | |
| (18) **CAPITAL OUTLAY** (1200 series) **SUBTOTAL** | | | $ 5,000 | (5) Inservice Training of Staff | 3,000 |
| (19) **GRAND TOTAL** (Sum of both sub-totals) | | | $ 80,355 | (6) Parent Services | |

## 13. PROJECT PARTICIPANTS

| | TYPE OF HANDICAPPED CHILDREN SERVED | A. CHILDREN RECEIVING SERVICES | | | | | | | | B. PROJECT PERSONNEL PAID FROM FEDERAL PROJECT FUNDS | | | | | C. PERSONNEL RECEIVING INSERVICE TRAINING FROM FEDERAL PROJECT FUNDS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | NUMBER OF CHILDREN SERVED | | | | | | | | NUMBER OF PERSONNEL PAID | | | | | NUMBER OF PERSONNEL TRAINED | | | | |
| | | 0-2 YEARS (a) | 3-5 YEARS (b) | 6-9 YEARS (c) | 10-12 YEARS (d) | 13-18 YEARS (e) | 19 AND OVER (f) | TOTAL (g) | TOTAL SCHOOL DAYS (h) | TEACHERS (i) | TEACH. AIDES (j) | OTHER PERS. (k) | TOTAL PERS. (l) | MAN WEEKS PURCHASED (m) | TEACHERS (n) | TEACH. AIDES (o) | OTHER PERS. (p) | TOTAL PERS. (q) | CLOCK HOURS PROVIDED (r) |
| A | (1) Trainable Mentally Retarded | | | | | | | | | | | | | | | | | | |
| B | (2) Educable Mentally Retarded | | | | | | | | | | | | | | | | | | |
| C | (3) Learning Disabled | | | | | | | | | | | | | | | | | | |
| D | (4) Emotionally Disturbed | | | | | | | | | | | | | | | | | | |
| E | (5) Other Health Impaired | | | | | | | | | | | | | | | | | | |
| F | (6) Crippled | | | | | | | | | | | | | | | | | | |
| G | (7) Visually Handicapped | | | | | | | | | | | | | | | | | | |
| H | (8) Deaf-blind | | | | | | | | | | | | | | | | | | |
| I | (9) Deaf | | | | | | | | | | | | | | | | | | |
| J | (10) Hard of Hearing | | 15-20 | | | 15-20 | | 30-40 | 5400/<br>7200 | 3 | 1 | | | 162 | 50 | 10 | 50 | 110 | 300 |
| K | (11) Speech Impaired | | | | | | | | | | | | | | | | | | |
| L | (12) TOTAL | | 15-20 | | | 15-20 | | 30-40 | 5400/<br>7200 | 3 | 1 | | | 162 | 50 | 10 | 50 | 110 | 300 |

M

| D. CHILDREN RECEIVING SERVICES BY DEMOGRAPHIC AREA | NUMBER (s) |
|---|---|
| (1) From inner city areas | |
| (2) From other urban areas (over 50,000) | |
| (3) From rural areas (under 2,500) | |
| (4) From other demographic areas (From 2,500 to 50,000) | |
| (5) TOTAL (Lines D. (1)-(4)) | |

E. MISCELLANEOUS INFORMATION

| | (t) | | (u) |
|---|---|---|---|
| (1) Children participating in preschool activity in this project | | (6) Number of American Indian children involved in this project | |
| (2) Students participating in voc-ed activity in this project | | (7) Number of Negro children involved in this project | |
| (3) Multihandicapped children for whom components of this project were especially designed | | (8) Number of Oriental children involved in this project | |
| (4) Children enrolled in nonpublic schools | | (9) Number of Spanish surnamed children involved in this project | |
| (5) Additional children receiving only incidental services (not previously reported in this form) | | (10) Number of parents receiving direct services through project funds | |
| | | (11) Number of non-paid volunteers participating in this project | |

**14. ABSTRACT** *(Limit to the number of lines and space provided)*

OBJECTIVES

A It is the purpose of this project to develop and staff quality program for preschool and high
B school hearing impaired students. Specific objectives are listed in Part II, Section B.
C
D
E

ACTIVITIES

F It is the purpose of this project to initiate a full range of instructional activities along
G with student and parent counseling, in-service programs for regular teachers, and the development of programs for parents. (Please see Part II, Section B)
H
I
J
K
L

EVALUATIONS

M Pre- and post-testing will be initiated in the area of achievement and language development.
N In addition, surveys will be developed to determine parent, student, and teacher satisfaction with the program. The cost effectiveness of this regional program will also be addressed.
O (Please see Part II, Section B)
P
Q

**DESCRIPTORS** *(Enter the number only of terms selected from ASIS Retrieval Terms Directory. See Instructions)*

R

| NUMBER |
|---|
| |
| |
| |
| |
| |

GSA DC 72-8497

## 1. Gaps or Weaknesses

At the present time there is no public high school program for hearing impaired students in the Southeast Massachusetts Region. In addition, there is no existing preschool program for hearing impaired children in the central part of the Southeast Region.

According to the Master Plan developed by the Advisory Council for the Deaf in the State of Massachusetts, programs should be developed on a regional basis through a regional collaborative to serve hearing impaired children of a large geographic area. No programs currently exist of that nature at the levels above mentioned.

## 2. Elimination of Gaps or Weaknesses

The development of a collaborative venture for hearing impaired students at the high school and preschool levels enables R.E.A.D.S. to take a first step in helping implement the Advisory Council's Master Plan. Existing programs at the elementary level will serve as feeder programs to the regional high school program at Taunton High School. The preschool program will make available to the young children of the center of the Southeast Region a program which is in reasonable driving distance of their homes.

## 3. Coordination

The Director of the R.E.A.D.S. collaborative program for the hearing impaired will work in concert with the Directors of other regional programs for the hearing impaired. Mechanisms have been started that will provide for coordination from the Southeast Regional Office of the State Department of Education. The Executive Director of R.E.A.D.S. will work in close harmony with the Coordinator of Deaf Services for the region, and will establish a working relationship with the existing programs.

## 4. Dissemination

The school personnel and parents of the Southeast Region will be made aware of the availability of this program through mailings, personal visits, talks to groups, etc. A brochure will be prepared describing the program.

## 1. OBJECTIVES

1. To create, via a legally established non-profit educational collaborative, programs at the pre-school and secondary levels for deaf and hard of hearing children.
2. To administer, via a legally established non-profit educational collaborative, programs at the pre-school and secondary levels for deaf and hard of hearing children.
3. To develop and create a network of delivery systems, functioning under the leadership of the R.E.A.D.S. educational collaborative, a series of programs, total in scope, articulated over the next three (3) years.
4. To provide "in-service" programs for the existent teaching staff with particular emphasis on the housing communities to sensitize them as to the teaching dynamic and demands of deaf and hard of hearing children.
5. To provide a continuing program of "in-service" training and supportive counseling for parents of deaf and hard of hearing children.
6. To employ on a consulting basis, regional - state - nationally recognized authorities in the area of deaf and hard of hearing education.
7. To employ in all facets of the instructional modality fully certified or trained teachers and counselors for deaf and hard of hearing children.
8. To house both programs and any additional components within a ten (10) mile radius of the Southeast Regional Office of the State Department of Education - with ease of accessability via major state highways.
9. To design a program at the secondary level which will allow for maximum integration (mainstreaming) with all requisite ancillary services, within a new comprehensive secondary school.
10. To design a pre-school program within a functional primary building, with integration potentials.
11. To provide all requisite equipment and instructional devices (e.g. amplification - audio - visual) to maximize the learning potential of the client population.

## 2. PUPILS

1. Students will be selected for this program by the Core Evaluation Teams of the school systems of Southeastern Massachusetts. The program will be open to all children of the appropriate age range who might benefit from the program.

   Guidelines will be prepared to help the local Core Evaluation Team appropriately determine the value of this program to their specific students. The professional staff related to the project will assist the Core Evaluation Team in selection of candidates to be enrolled in these programs.

   Criteria for admission will be multi-dimensional. Functional level will be emphasized over simple audiometric criteria. Estimates of non-verbal intelligence, academic achievement level, social adjustment, etc. will be made in order to assure that the student can successfully compete.

2. It is estimated that this program will serve approximately 15 students at both levels, high school and preschool. If the numbers exceed this, then additional staffing may be required.

## 3. ACTIVITIES

1. Instructing the deaf and hard of hearing children in the development of language and communication skills.

2. Developing individualized instructional prescriptions which take into account the strengths, deficits, and learning style of each student participant.

3. Fostering the development of social skills through optimal integration with their hearing peers.

4. Providing vocational direction and guidance via specialized testing and counseling.

5. Encouraging mature emotional development geared to the individual needs of the specific client population.

6. Participating in and with parents in dialogues to report student progress.

7. Developing acceptable vocational activities to enhance the post-secondary learning and employment potentials of the students.

8. Conducting in-service programs for teachers, particularly in the housing communities, to alert the teachers of hearing students as to the strengths and weaknesses of the deaf and hard of hearing population.

9. Modifying curriculum materials for inclusion within the programs at both levels of the program.

10. Coordinating activities between school, home, and community to maintain a high degree of articulation between housing school and district of responsibility.

## 4. EVALUATION

1. Pre-post testing - using the Gallaudet revision of the Stanford Achievement Battery.
2. Pre-post testing - using the Rhode Island check list of language skills.
3. Survey of parental program satisfaction.
4. Survey of student program satisfaction.
5. Survey of administrators', teachers'. and specialists' program acceptance.
6. Comparison of cost effectiveness between R.E.A.D.S. and other comparable programs.
7. Assessment of progressive degree of integration (by regulatory prototype) at the beginning and end of the school year.

## 5. JUSTIFICATION

The capital outlay in this project includes $2,000 for instructional materials and $3,000 for an audio loop system.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

# FEDERAL ASSISTANCE FOR THE EDUCATION OF HANDICAPPED CHILDREN, UNDER P.L. 89-313, AMENDMENT TO TITLE I; AND PART B, EHA

## APPLICATION, AMENDMENT, AND REPORT

FORM APPROVED
O.M.B. NO. 51-R0803

STATE

STATE PROJECT NUMBER

## PART II - PROJECT INFORMATION, STATEMENT OF ASSURANCES, COOPERATIVE AGENCY AGREEMENT

### SECTION A - RELATION OF PROPOSED PROJECT TO APPLICANT'S SPECIAL EDUCATION PROGRAM

1. **Gaps or Weaknesses.** Indicate the major gaps or weaknesses in your overall special education program.

2. **Elimination of Gaps or Weaknesses.** Explain how this project will help to eliminate or ameliorate these gaps or weaknesses.

3. **Coordination.** Identify all agencies which have been consulted concerning the coordination of services provided under their programs with services to be provided under this project. Describe any special arrangements that have been made to coordinate the services to be provided by those agencies with the services proposed under this project.

4. **Dissemination.** Describe methods by which information concerning this project will be disseminated.

### SECTION B - DESCRIPTION OF PROJECT OBJECTIVES, ACTIVITIES, AND EVALUATION

Each objective listed in this section of the application should be specific enough to indicate the type of activity needed to achieve it. A long range program may have GENERAL objectives in broad categories, such as Remedial Instruction, Reading, Health, and Recreation, Social and Cultural Development, Vocational Training, Food Services, and others; however, a Federal project must have SPECIFIC objectives which are attainable through educational activities and by providing necessary services to designated children.

1. **Statement of each major project objective.**

2. **Designation of pupils to whom the objective is applicable.**

   a. Criteria to be used in selecting children to participate.

   b. Number of children.

3. **Description of activities to accomplish this objective.** Include staff assignments to accomplish activities, number of children in each activity, school facilities, equipment, and materials to be used, specific resources, methods and procedures to be employed in carrying out activity, and special arrangements for participation of parents and inservice training of staff.

4. **Criteria for Evaluation.** Specific evaulation procedures, which are appropriate to the services to be provided and consistent with this objective. *(Describe the pre, during, and post evaluation methods and instruments to be used, and identify the personnel and other resources to be employed in the evaluation of your project.)*

5. **Justification.** Give justification for any capital outlay *(construction or equipment)* included in the project budget.

### SECTION C - STATEMENT OF ASSURANCES

**1. THE APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER THAT:**

a. The control of funds provided under this Title, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this Title, and that a public agency will administer such property and funds and apply them only for the purposes for which they are granted.

b. The applicant will make a project report within 30 days after termination of the project or, in the case of a multi-year project, within 30 days of the termination of the fiscal year from which this phase of the project is funded, and such other reports to the State educational agency *(in the case of Public Law 89-313, through the supervising State agency to the State educational agency)*, in such form and containing such information, as may be necessary to enable the State educational agency to perform its duties under this Title, including information relating to the educational achievement of students participating in programs carried out under this Title. The applicant will keep such records and afford such access thereto as the State educational agency may find necessary to assure the correctness and verification of such reports.

c. Check *(1)* or *(2)*, not both:

*(1)* ☐ The Assurance of Compliance *(Form HEW 441)* previously filed with the U.S. Office of Education applies to this application.

*(2)* ☒ The activities conducted under this project during the regular school activities will be carried out in accordance with the applicable current court order or desegregation plan filed with the U.S. Office of Education *(including modifications filed on Form HEW 441B)*, and all other activities will be carried out on a non-discriminatory basis in accordance with the Regulation of the Department *(45 CPR 80.3)*.

d. The amounts of non-Federal funds expended for schools operated or supported by this agency will be maintained at the same level as they would have been maintained if no projects had been approved for these schools.

e. In the case of construction required for the operation of the project--

*(1)* The applicant will, prior to starting the construction or letting any bids, submit to the State educational agency all building plans and specifications for approval, and will award the construction contract within a reasonable period of time, which date shall in no event be later than June 30 of the following fiscal year.

*(Continued on reverse.)*

*(2)* The rates of pay for laborers and mechanics engaged in the construction will be not less than the prevailing local wage rates for similar work as determined in accordance with Public Law Number 403 of the 74th Congress, approved August 30, 1935, as amended, under standards, regulations, and procedures prescribed by the Secretary of Labor; and

*(3)* The applicant will comply with the rules, regulations, and relevant orders of the Secretary of Labor issued pursuant to Executive Order 11246 of September 24, 1965, in connection with any contract for construction for which it received Federal assistance under Part B, EHA.

*(4)* All contracts for construction shall be awarded to the lowest qualified bidder on the basis of open competitive bidding except where one or more items of construction are covered by an established alternate procedure, consistent with State and local laws and regulations, which is approved by the State educational agency as designed to assure construction in an economical manner consistent with sound business practice.

*NOTE: THE FOLLOWING ITEMS (f, g, and h) APPLY TO PART B, EHA PROJECTS ONLY.*

f. In the case of local education agencies, the applicant assures that:

*(1)* This program or project has been developed in coordination with other public and nonpublic programs for the education of handicapped children, or for similar purposes in the areas served by the local education agency, and

*(2)* It will, in the conduct of this program or project, coordinate its activities under the State plan with such other programs.

g. To the extent consistent with the number and location of handicapped children in the area served by the applicant agency who are enrolled in nonpublic elementary and secondary schools provision has been made for participation by such children in programs and projects.

h. Activities and services funded under Part B, EHA are provided for handicapped children other than *(1)* those in schools operated by a State agency which is directly responsible for providing their free public education, and *(2)* those handicapped children who are in other schools for whom a State agency is directly responsible.

## CERTIFICATION

*I CERTIFY* that, to the best of my knowledge, the information contained in this application is correct and complete and that the applicant Agency named in Part I has authorized me, as its representative, to give the above assurances and to file this application.

| TYPED NAME OF AUTHORIZED REPRESENTATIVE | SIGNATURE OF AUTHORIZED REPRESENTATIVE | DATE |
|---|---|---|
| Robert K. Hartman | Robert K Hartman | 7/3/75 |

| | | |
|---|---|---|
| **PART II – PROJECT INFORMATION, STATEMENT OF ASSURANCES, COOPERATIVE AGENCY AGREEMENT** *(Continued)* | STATE<br>MA. | STATE PROJECT NUMBER |

## SECTION D – COOPERATIVE AGENCY AGREEMENT

Each of the undersigned certifies that, to the best of his knowledge, the information contained in the application is correct and complete; that the agency which he represents has authorized him to file this application. The participating agency named below has been designated as the administrative and fiscal agent for this project. All participating agencies have entered into an agreement concerning the final disposition of equipment, facilities, and materials purchased for this project with Federal funds.

### 1. CERTIFICATION OF AGENCY DESIGNATED ADMINISTRATIVE AND FISCAL AGENT FOR THIS PROJECT

| | | | | | |
|---|---|---|---|---|---|
| A. LEGAL NAME OF AGENCY *(State or local)*<br>R.E.A.D.S., Inc. (a 19 town public school collaborative) | | | B. NAME AND TITLE OF AUTHORIZED REPRESENTATIVE<br>Robert K. Hartman, Ph.D., Executive Director | | |
| C. ADDRESS *(Number, street, city or town)*<br>Lakeville Hospital, Lakeville | | | D. SIGNATURE<br>Robert K. Hartman | | |
| E. STATE<br>Ma. | F. ZIP CODE<br>02346 | G. TELEPHONE<br>AREA CODE<br>617 | NUMBER<br>947-3634 | EXTENSION | H. DATE SIGNED<br>7/3/75 |
| I. NUMBER OF HANDICAPPED CHILDREN PARTICIPATING IN THIS PROJECT 30-40 | J. SOURCE OF FUNDS<br>89-313 | K. AMOUNT OF FUNDS AUTHORIZED<br>$ | | L. AMOUNT OF FUNDS EXPENDED<br>$ | |

### 2. CERTIFICATION OF COOPERATING AGENCIES

| | | | | | |
|---|---|---|---|---|---|
| ① A. LEGAL NAME OF AGENCY *(State or local)* | | | B. NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | | |
| C. ADDRESS *(Number, street, city or town)* | | | D. SIGNATURE | | |
| E. STATE | F. ZIP CODE | G. TELEPHONE<br>AREA CODE | NUMBER | EXTENSION | H. DATE SIGNED |
| I. NUMBER OF HANDICAPPED CHILDREN PARTICIPATING IN THIS PROJECT | J. SOURCE OF FUNDS | K. AMOUNT OF FUNDS AUTHORIZED<br>$ | | L. AMOUNT OF FUNDS EXPENDED<br>$ | |
| ② A. LEGAL NAME OF AGENCY *(State or local)* | | | B. NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | | |
| C. ADDRESS *(Number, street, city or town)* | | | D. SIGNATURE | | |
| E. STATE | F. ZIP CODE | G. TELEPHONE<br>AREA CODE | NUMBER | EXTENSION | H. DATE SIGNED |
| I. NUMBER OF HANDICAPPED CHILDREN PARTICIPATING IN THIS PROJECT | J. SOURCE OF FUNDS | K. AMOUNT OF FUNDS AUTHORIZED<br>$ | | L. AMOUNT OF FUNDS EXPENDED<br>$ | |
| ③ A. LEGAL NAME OF AGENCY *(State or local)* | | | B. NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | | |
| C. ADDRESS *(Number, street, city or town)* | | | D. SIGNATURE | | |
| E. STATE | F. ZIP CODE | G. TELEPHONE<br>AREA CODE | NUMBER | EXTENSION | H. DATE SIGNED |
| I. NUMBER OF HANDICAPPED CHILDREN PARTICIPATING IN THIS PROJECT | J. SOURCE OF FUNDS | K. AMOUNT OF FUNDS AUTHORIZED<br>$ | | L. AMOUNT OF FUNDS EXPENDED<br>$ | |

## Appendix F

## Notice of Project Approval

(page 83)

The Commonwealth of Massachusetts
Department of Education
182 Tremont Street
Boston 02111

## NOTICE OF PROJECT APPROVAL

**Public Law 89-313, Title I, ESEA**

SCHOOL R.E.A.D.S. A 19 town Special Ed. collaborative. PROJECT NUMBER ED-MA-76-47

PROJECT NAME Collaborative for Deaf TOTAL AMOUNT APPROVED 80,355

Dear Robert K. Hartman
R.E.A.D.S.
Lakeville Hospital
Lakeville, MA 02346

The Project identified above is approved for operation and payment in the total amount indicated. Initial payment of $ 20,000 has been authorized and forwarded by the Treasurer of the Commonwealth.

Accompanying FORM 2-313 shows status of your Title I Account. Please complete and return this form thirty (30) days prior to need for next payment.

Funds to be spent as outlined in the grant application.

Sincerely,

Michael V. Moriarty, Director
Bureau of Special Education
Intervention

Effective Date 9/1/75

Terry Bradford, Director
Bureau of Management

M/B/r
Enclosures

N.B. This approval is contingent upon receipt of Federal Funds

# Appendix G

## Announcement and Flyer

(pages 84-85)

# R. E. A. D. S.

**Regional Educational Assessment & Diagnostic Services, Inc.**

LAKEVILLE HOSPITAL
LAKEVILLE, MASSACHUSETTS 02346

(617) 947-3634

ROBERT K. HARTMAN, PH. D.
EXECUTIVE DIRECTOR

## MEMORANDUM

TO: Superintendents and Special Needs Administrators of The Southeast Region

FROM: Dr. Robert Hartman

RE: New Programs for Hearing Impaired Students

At the request of the State Department of Education, the R.E.A.D.S. collaborative is developing programs for hearing impaired students in the Southeast Region. As of September, 1975, we will be sponsoring a program for high school age hearing impaired students which will be housed in the new Taunton High School. In addition, we will be sponsoring a preschool program for hearing impaired students which will be housed in the Middleboro Public Schools.

These programs will be fully supported by grant monies during the first year of operation. No tuition will be charged. However, it will be the responsibility of the sending school district to provide transportation and supportive services (Core Evaluation, Home Visit Personnel, etc.).

After the initial year of operation, the program will be sustained through tuition charges to the districts sending students to the program.

If you have a student or students that might benefit from such a program, please notify me by letter. All supporting materials (such as medical evaluations, psychological evaluations, educational histories, audiological examinations, etc.) should be forwarded to my office by August 13, 1975.

July 23, 1975

RKH:ss

# NEW PROGRAM
# FOR CHILDREN
## WITH
## IMPAIRED HEARING

D:L 9-75

A NEW PROGRAM FOR HEARING IMPAIRED CHILDREN HAS BEEN ESTABLISHED FOR THE SOUTHEASTERN REGION.

PROGRAM OFFERINGS ARE AVAILABLE AT THE PRE-SCHOOL AND SECONDARY LEVELS.

ONLY COSTS THIS YEAR ARE TRANSPORTATION.

THIS PROGRAM IS SUPPORTED BY FEDERAL FUNDS. ( PL 89 - 313 EDUCATION OF THE HANDICAPPED)

PLACEMENTS ARE AVAILABLE.

FOR FURTHER INFORMATION CONTACT:

| | | |
|---|---|---|
| BOB HARTMAN | R.E.A.D.S | 947-3634 |
| HERB DREW | MIDDLEBOROUGH | 947-4648 |
| ED LYNCH | TAUNTON | 824-6601 |
| | OR | |
| BEN CHARLAND | SOUTHEAST REGIONAL OFFICE | 947-3240 |

## Appendix H

## Position Descriptions

(pages 86-89)

R.E.A.D.S., Inc.
(An Educational Collaborative)

POSITION DESCRIPTION: RESOURCE TEACHER: HEARING IMPAIRED/DEAF STUDENTS
(school year position)

Primary purpose of position: To teach hearing impaired/deaf students in all basic tool subjects and to act as a resource person and/or tutor in specific areas.

Major responsibilities: (He or she shall...)

1. Be aware of procedures which have been established for the health, safety, and security of students.
2. Possess an in-depth understanding of the physical, social, intellectual, and emotional characteristics of the age group of the students in his or her classroom.
3. Assist students to establish goals for their own learning in the areas of instruction that he/she as the specialist teacher is responsible.
4. Encourage students to develop efficient and effective ways of learning.
5. Help students to grow in their understanding and appreciation of communication skills.
6. Work with students to select and use appropriate learning materials, aids. and resources.
7. Establish and maintain a stimulating, attractive environment for learning, using varied techniques, and the grouping of students as appropriate.
8. Help students grow in their ability to work with others in classroom and school situations.
9. Counsel and advise students as they face the normal problems of the classroom and school and be perceptive in knowing when to refer students to others when the problems are beyond his/her own level of professional competence.
10. Assist students to evaluate their work and to grow and learn in a positive manner as a result of the evaluation process.

POSITION DESCRIPTION: RESOURCE TEACHER: HEARING IMPAIRED/DEAF STUDENTS (continued)

11. Develop and maintain effective communication with parents of students in order to help them gain a meaningful understanding of the progress and promise of their sons and daughters.

Organizational relationships: (He or she shall...)

1. Be responsible to Director of Pupil Personnel Services of housing district or Executive Director, R.E.A.D.S., Inc.

2. Work cooperatively with other teachers and supervisors who have different instructional responsibilities for his or her students.

3. Supervise the work of any instructional aides, or student teachers as assigned.

Qualifications:

1. Teaching certificate from the State Board of Education in the area of Hearing Impairment or Deaf Education.

2. Ability to communicate effectively with age group of choice.

July 7, 1975

R.E.A.D.S., INC.
(An Educational Collaborative)

POSITION DESCRIPTION: TEACHER AIDE

Primary purpose of position: To assist the teacher(s) to whom assigned.

Major responsibilities: May include any or all of the following:

1. Assist the teacher in the distribution of supplies.
2. Assist the teacher with bulletin board posting.
3. Duplicate tests and other materials.
4. Set up audio-visual equipment and other instructional materials.
5. Assist with corridor monitoring.
6. Assist with lunchroom monitoring.
7. Assist with playground monitoring.
8. Assist on field trips.
9. Other duties as approved and assigned by the Director of Pupil Personnel Services of the housing school district or the Executive Director.

Assignments:

1. Teacher aides will be assigned to areas of greatest need. Assignments and transfers will be an administrative decision as it is with teachers. Aides are under the day-to-day supervision of the teacher. (Although the aide may be assigned to a specific classroom in a particular building, the executive director shall retain the authority to utilize the aide during non-instructional time and in case of emergency).
2. Recommended time schedules are as follows, subject to change as agreed upon by the Executive Director and the Director of Pupil Personnel Services of the housing school district.: 9:00 a.m.-3:00 p.m.

POSITION DESCRIPTION: TEACHER AIDE (Continued)

3. Preferably, aides will not be assigned to schools within their own neighborhoods although this may be waived.

4. Final recommendation of aides to be employed will be the responsibility of the Executive Director. Teachers will be actively involved in their evaluation.

5. Efforts will be made to obtain substitutes in cases of illness of aides.

6. Aides should not have access to confidential information.

7. Termination of employment may be made by two weeks notice on the part of either party.

Organizational relationships: (He or she...)

1. Is responsible directly to teacher(s) to whom assigned.

2. Must work cooperatively with others in the instructional program.

Qualifications:

1. Aides will be appointed by the Board of Directors on the recommendation of the Executive Director.

2. Aides should have a high school education.

3. Typing experience is preferred, but not mandatory.

4. Candidates should be flexible and receptive to direction, criticism and suggestion.

5. Candidates must relate well to special needs children and enjoy working and being with them.

July 7, 1975

# Appendix I

## Staff Vitae

(pages 90-95)

RESUME SYNOPSIS OF:

MARGARET E. SAGE
7700 East Jefferson
Detroit, Michigan 48214
(313) 824-4354

JOB OBJECTIVE:

Instructor of hearing impaired or emotionally impaired children - preschool through primary.

EDUCATION AND TRAINING:

9/65 to 5/67

Nazareth College, Kalamazoo, Michigan.

2/68 to 1/71

Eastern Michigan University, Ypsilanti, Michigan.
Degree: B.S. Education of Hearing Impaired.
Minor: Fine Arts.
Honors: Dean's List three semesters.

9/72 to 6/74

Wayne State University, Detroit, Michigan.
Degree: M. Ed. Education of Emotionally Impaired.
Grade Point: A
Essay Entitled: "An Exploration of Interactional Phenomena in Deaf Children"
Residential: Two hundred hours specialized training with autistic children.

PROFESSIONAL EMPLOYMENT:

2/71 to 6/75

Detroit Day School for the Deaf, Detroit, Michigan
Teacher of preschool and primary grades.
Accomplishments:

- Appointed to permanent teaching faculty position upon successfull completion of teaching internship.
- Established therapeutic program for forty children (ages 3 through 6) designed to develop cognitive,visual, and motor skills in a play-like environment.
- Children in the program displayed multiple handicaps including emotional impairment, motor involvement, limited vision, mental retardation, cerebral palsy, and aphasia.
- Designed and implemented numerous programs for individualized educational intervention.
- Established team teaching programs.
- Designed and supervised programs for teaching interns.
- Organized and participated in parent groups and workshops.
- Designed achievement scales.
- Participated in psychiatric and educational evaluations.
- Established diagnostic teaching program.
- Met predetermined objectives of mainstreaming hearing impaired children into the regular classroom.

6/70 to 8/70

State of Michigan
Plymouth Center for Human Development, Northville, Michigan.
Three month Government project.
Student Assistant aural rehabilitation program.
Accomplishments:

- Developed an auditory training program designed to acquaint verbal and non-verbal hearing handicapped retardates with the response task involved in speech audiometry.

- A basic orientation to amplification with emphasis on moving from gross to fine discrimination was established.
- The use of visual cues, auditory cues, and visual-auditory cues combined were stressed.
- Predetermined objectives were met and utilized in subsequent hearing aid evaluation.

9/67 to 1/68

Archdiocese of Detroit, Detroit, Michigan
Voluntary teacher of catechism for the Deaf.

OTHER WORK EXPERIENCE:

Part-time employment during school years included:

- Clerk and credit investigator in credit offices.
- Clerk and travel assistant in insurance and travel agency.
- Sales clerk.
- Employment counselor.

PERSONAL DATA:

Date of Birth: 10/3/47
Height: 5'3" Weight: 115 Health: Excellent
Skills: Needlework, photography, reading, restoration of antiques, cycling, gardening, skiing.

PROFESSIONAL AFFILIATIONS:

- Detroit Hearing and Speech Center.
- The Michigan Speech and Hearing Association.
- The Council for Exceptional Children.
  - Division for Children with Communication Disorders.
  - Council for Children with Behavioral Disorders.

PROFESSIONAL OFFICES AND HONORS:

- Committee chairperson Detroit Day School for the Deaf three years.
- Committee chairperson Michigan Speech and Hearing Association 1971.
- Delivered paper entitled "Hearing Loss and Language Development" to graduate students at Wayne State University 1975.

PROFESSIONAL CERTIFICATIONS:

State of Michigan Continuing Certificate

- Grades K-8 All subjects
- Grade 9 Fine Arts
- Grades K-12 Education of the Hearing Impaired

State of Michigan Provisional Certificate

- Grades K-12 Education of the Emotionally Impaired

The Council on Education of the Deaf

- Professional Certificate for Teaching the Hearing Impaired.

(References available upon request)

MACOMB INTERMEDIATE SCHOOL DIST
44001 Garfield Road·Mt.Clemens,Michigan 48
(313) 465-2101

June 24, 1975

BOARD OF EDUCATION

Glen H Peters
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Glenn H Wolfe
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Assistant Superintendent
Special Education

Burford Rickmon
Assistant Superintendent
Administration Personnel

Richard C Mueller
Administrative Assistant
Educational Services

To Whom It May Concern:

Ms. Margaret Sage has requested that I complete this correspondence in support of her potential employment. In the way of an introduction, I have been professionally acquainted with Ms. Sage since the Summer of 1969. At that time, I was the Director of the Communication Disorders Department at the Plymouth Center for Human Development, a large state-supported facility for mentally impaired youngsters. During that summer, Ms. Sage was placed under my direct supervision as a student assistant, since she had not completed her Bachelor's Degree at that time. She was placed in charge of an aural rehabilitation program for severely-to-profoundly, mentally impaired, hard-of-hearing children. It was my consistent impression that her clinical skill was superior, far outstripping her undergraduate background. Stated differently, she was a "natural" teacher, displaying the kind of innovation, sensitivity, intelligence, and enthusiasm so critical to effective intervention with this heterogeneous, difficult population of children. I was totally impressed with her ability to "bridge the gap" between academic theory and on-line practical application. It was the opinion of my colleagues and myself that the program was a great success.

Following completion of her degree she obtained employment at the Detroit Day School for the Deaf. Although I was not directly involved in the management of her program at that facility, I have been in close contact with Ms. Sage, as well as the Principal of the Detroit Day School. It is my firm contention that her experience there could only be described as enormously successful. She has effectively garnered progress with these children, largely through her superior knowledge and total committment to "exceptional" education.

Summarily, Ms. Sage is an excellent candidate for employment in a special education, or other, clinical setting. I would recommend her, without reservation, for such a program. I can only believe that she will represent an excellent addition to any staff involved in the education of exceptional children.

If I may be of further assistance in this matter, please contact me at your convenience at (313) 465-2101, extension 314.

Sincerely,

Dale W. Kitchen

Dale W. Kitchen, Ph.D.
Coordinator Audiology and Speech Clinic

DWK:jh

June 26, 1975

To whom it may concern;

In the past four years I have been professionally assocaited with Miss Sage at the Detroit Day School for the Deaf. I have had the pleasure of working with and observing Miss Sage in the preschool program. In my opinion, Miss Sage is a superior teacher with a natural talent for teaching the handicapped child. Miss Sage possesses a continuing enthusiasm and interest in educational intervention with the exceptional child.

Miss Sage continually demonstrated her ability to design, implement, and evaluate individualized instruction for the hearing impaired. I was most impressed with the meaningful and beneficial realtionships that Miss Sage formed with her students, many of whom were emotionally impaired. Her students reflected her affection and understanding by showing noticeable growth academically, emotionally and socially.

In addition to Miss Sage's laudable teaching abilities, she was respected and worked well with our large staff of teachers, social workers and psychologists. I feel that Miss Sage is a mature and responsible person. Her potential for leadership and success are great.

Sincerely,

Mary A. Vilnius

Mary A. Vilnius, M.A.
Instructor

# VITA

Flora McCoy
Wareham, Massachusetts

## Education and Training:

9/69 - 6/74 University of Massachusetts
Amherst, Massachusetts 01002
Degree: B.S. Speech and Language

9/75 - 1/76 Bridgewater State College
Bridgewater, Massachusetts 02324
Practicum: Speech Therapy

## Professional Employment:

9/74 - 6/75 Teacher-Aide, Diagnostic Classroom,
R.E.A.D.S., Incorporated

# Appendix J

Communication from Dr. Hartman
Validation Study Cover Letter
Survey Form

(pages 96-98)

# R. E. A. D. S.

**Regional Educational Assessment & Diagnostic Services, Inc.**
LAKEVILLE HOSPITAL
LAKEVILLE, MASSACHUSETTS 02346
(617) 947-3634

ROBERT K. HARTMAN, PH. D.
EXECUTIVE DIRECTOR

September 12, 1975

Mr. Herbert A. Drew Jr., Director
Pupil Personnel Services
Middleboro Public Schools
Middleboro, Mass. 02346

Dear Herb:

In consideration of the design and conduct of a survey of the Southeast region for hearing impaired children:

The mandate to R.E.A.D.S. to pilot the program this year and to offer program recommendations and remedies for the future indicate that we should, as both you and Ed said, validate the data alledged in both studies.

Would you kindly work with Ed in the design of the cover letter and survey instrument, extrapolating the data and in the development of the generalities that should be drawn from same.

I realize this is an added dimension to our program however, I am certain you can pull it off. Again, thanks for all past and future assistance.

Sincerely,

Bob

Robert K. Hartman, Ph.D.,
Executive Director

RKH/pt

# R. E. A. D. S.

**Regional Educational Assessment & Diagnostic Services, Inc.**

LAKEVILLE HOSPITAL
LAKEVILLE, MASSACHUSETTS 02346

(617) 947-3634

ROBERT K. HARTMAN, PH. D.
EXECUTIVE DIRECTOR

September 26, 1975

Mr. Herbert A. Drew. Jr., Director
Pupil Personnel Services
Middleboro High School
Middleboro, MA. 02346

Dear Mr. Drew:

During the month of August, notification was mailed to each superintendent and special education administrator that R.E.A.D.S., Inc., in cooperation with the school districts of Middleborough and Taunton, would be providing pre-school and high school educational programs for hearing-impaired children of Southeastern Massachusetts. These programs are funded under a grant; E.H.A. PL-93-380 Title VIB (ED-MA-76-47). Both programs, now fully operational and available to your school community, represent the initial step in a three-year objective to develop a pre-school through high school regionalized public school program for such handicapped youngsters. With this objective in mind, your cooperation is earnestly requested to help determine the population scope of hearing-impaired school-aged children residing in the southeastern region.

The following survey form, submitted for your completion with the knowledge and approval of the Southeast Regional Office of the State Department of Education, solicits information essential for making the extension of such services realistic and responsive to the real needs of the southeastern region.

Should you have no data to report, kindly make note to that effect across the face of the survey form and return it in the accompanying envelope.

Your response to this request will be greatly appreciated.

Cordially,

Robert Hartman

Robert K. Hartman, Ph.D.
Executive Director

RKH:pss

CC: Mr. Lincoln D. Lynch, Superintendent of Schools

R. E. A. D. S., INC.

## HEARING IMPAIRMENT SURVEY

SCHOOL DISTRICT:____________________ DISTRICT NUMBER:____________

| Child | C. A. as of 10-1-75 yrs.- mos. | Sex | Educational Placement (see code) | Source of Funding (see code) | Present Grade Level | **** No Special Program Placement | **** High School Grad | **** Multi-Handicapped |
|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |

**Educational Placement**

**Code**

1 - Public within District
2 - Public out of District
3 - Private - Day
4 - Private - Residential

**Funding**

**Code**

A - Local School District
B - State Grandfathered
C - Parental Placement - Private
D - Other Governmental Agency-

****
Place Check Mark (✓) if Applicable

## Appendix K

## R.E.A.D.S., Inc., Referral Forms

(pages 99-113)

**R.E.A.D.S.**

**Regional Educational Assessment & Diagnostic Services, Inc.**
Lakeville Hospital
Lakeville, Massachusetts 02346
(617) 947-3634

**Robert K. Hartman, Ph.D.**
Executive Director

## REFERRAL FORM

## AUDIOLOGICAL OR OPHTHALMOLOGICAL EXAMINATIONS

STUDENT'S NAME ____________ AGE ____ D.O.B. ________ SEX ____ M ___ F ___

PARENT OR GUARDIAN ____________ RELATIONSHIP ____________

HOME ADDRESS ____________ HOME PHONE ____________

* * *

REFERRING DISTRICT ________ SCHOOL PERSON WITH CASE RESPONSIBILITY ____________ PHONE ________

SCHOOL ____________ GRADE ________ TEACHER ____________

THIS REFERRAL IS FOR ____ AUDIOLOGICAL ________ OPHTHALMOLOGICAL
(Please check one)

* * *

HEALTH INSURANCE (if any): ____________

POLICY NO.: ____________

MEDICAID OR WELFARE NO. (if any) ____________

NAME OF SUBSCRIBER ____________

* * *

IMPORTANT: PARENT(S) ARE ENCOURAGED TO ACCOMPANY THE STUDENT ON THE DAY OF THE EVALUATION.

* * *

PLEASE STATE REASON WHY YOU BELIEVE THIS STUDENT NEEDS THE REQUESTED EVALUATION: ____________

____________

____________

**R.E.A.D.S.**

**Regional Educational Assessment & Diagnostic Services, Inc.**
Lakeville Hospital
Lakeville, Massachusetts 02346
(617) 947-3634

**Robert K. Hartman, Ph.D.**
Executive Director

STUDENT'S NAME ____________________ AGE ________ D.O.B. ________ SEX ___M ___F

PARENT OR GUARDIAN ____________________ RELATIONSHIP ____________________

HOME ADDRESS ____________________ HOME PHONE ____________________

*************************************************************

REFERRING DISTRICT ________________ SCHOOL PERSON WITH CASE RESPONSIBILITY ________________ PHONE ________

SCHOOL ____________________ GRADE ________ TEACHER ____________________

REASON FOR REFERRAL ________________________________________
*(Please be specific; use other side if necessary)*
________________________________________

*************************************************************

PRESENT PLACEMENT IS (Check One):

_____ a. Regular program.

_____ b. Regular program with modification
(Please specify modifications:) ____________________
________________________________________

_____ c. Regular program with special help out of the classroom
(Please specify nature of special help and name of tutor/specialist): ____________________

_____ d. Substantially separate program
(Briefly describe type of special need served:) ____________
________________________________________

_____ e. Other: ____________________
(Please specify)

*************************************************************

IMPORTANT: PARENT(S) MUST ACCOMPANY STUDENT TO R.E.A.D.S. ON INITIAL VISIT.

SERVICE OPTIONS (Check One):

_____ I. COMPLETE EVALUATION - (Medical & Psychoeducational Evaluation)

_____ II. PSYCHOEDUCATIONAL EVALUATION

_____ III. MEDICAL EVALUATION

REQUIRED WITH COMPLETED REFERRAL FORM:

a. Completed developmental history form (attached).
b. Reports of any previous evaluations (including hospital records if applicable).
c. Photocopy of cumulative record (including health record, history of educational placements, group test scores, teachers' commets, etc.)
d. Signed parental release form (attached).

****************************************************************

POST EVALUATION OPTIONS (Check One):

_____ I. Conference with R.E.A.D.S. staff to discuss results of evaluations (not available on Medical Only evaluations; i.e., Service Option III.)

_____ II. No conference is necessary; reports of all R.E.A.D.S. evaluations will be forwarded to the LEA Contact Person:

****************************************************************

HEALTH INSURANCE (if any): ______________________________

POLICY NO.: ______________________________

MEDICAID OR WELFARE NO. (if any): ______________________________

ANY ADDITIONAL RELEVANT INFORMATION: ______________________________

(if additional space is required, use the back of Page 2)

**R.E.A.D.S.**

**Regional Educational Assessment & Diagnostic Services, Inc.**
Lakeville Hospital
Lakeville, Massachusetts 02346
(617) 947-3634

**Robert K. Hartman, Ph.D.**
Executive Director

# COMPREHENSIVE RELEASE FORM: R.E.A.D.S. EVALUATIONS

I hereby give consent for R.E.A.D.S., Inc. to conduct any medical, psychological, or educational evaluation(s) of my son/daughter ________________ as deemed appropriate by the R.E.A.D.S. staff. I understand that the results of these evaluations will be shared with the ________________ Public Schools through the administrator of the special needs program or his/her designee and that I, as parent or guardian, will have full access to all records and reports.

I also give consent for the R.E.A.D.S. staff to review any school records as deemed necessary to carry out the requested evaluation(s).

Signature: ____________________

Date: ____________________

In addition, I give permission to the medical staff of R.E.A.D.S. to contact my family physician for relevant medical information. In turn, I understand that copies of reports of medical studies will be sent to my family physician.

Signature: ____________________

Date: ____________________

NAME OF FAMILY PHYSICIAN: ____________________

ADDRESS: ____________________

____________________

PHONE: ____________________

# DEVELOPMENTAL HISTORY QUESTIONNAIRE

INSTRUCTIONS FOR FILLING OUT THIS FORM.

Please read each line carefully.

When the entry next to the number has an "x" like this (x) please fill in the blank space appropriately (Except the sections labelle "Physician's Comment" which the pediatrician who interviews you will use)

When there is no "x" between ( ), place one in the space that supplies the correct statement.

If there are also blank spaces to be filled in, please provide the necessary information as numbers, names, dates, etc.

Whenever you are not certain about your answer to a particular question please place a "?" between ( ) which will alert the physician to talk about this point. Do this also on blank space when you are uncertain about dates or ages.

This questionnaire is very comprehensive and there will be questions you cannot answer. Please remember that we need the facts you can recall and that we know that not everybody can remember everything about any child. If there are ways for you to get facts (for instance about immunizations) please check with the people who would have that information and then fill in the blanks.

001 (x) PROGRAMMED MEDICAL HISTORY

002 (x) Name of student/child ______________________________

003 (x) Date of birth ______________________________

004 ( ) Male

005 ( ) Female

006 (x) Place of birth (Name and address of hospital) __________

______________________________________________

007 (x) This questionnaire was filled out by ________________

__________ from information supplied by ______________

______________________________________________

008 (x) Date form was filled out ________________________

020 (x) STUDENT'S/CHILD'S BIRTH HISTORY

021 (x) Mother's age at time of birth _________ years

022 (x) This was mother's __________ pregnancy (include live births, still births, miscarriages)

023 (x) Number of children born before ______________________________

024 (x) Number of miscarriages ______________________________

025 (x) Number of stillborn ______________________________

026 ( ) Number of Cesarian Sections ______________________________

027 (x) Student's/Child's birth weight ____________________ lb.

028 ( ) Pregnancy was uncomplicated

029 ( ) Mother had high blood pressure

030 ( ) Mother had diabetes (sugar in urine)

031 ( ) Mother had toxemia

032 ( ) Mother had infection: Specify ______________________________

033 ( ) Mother did smoke during pregnancy

034 ( ) Mother used alcohol during pregnancy

035 ( ) Mother took medications during pregnancy: list all: ____

______________________________

036 ( ) Mother took other drugs

037 ( ) Duration of pregnancy was full term (9 months)

038 ( ) Duration of pregnancy was less than 9 months

039 ( ) Duration of pregnancy was longer than 9 months

040 ( ) Mother started prenatal care at __________ months

041 ( ) This was a multiple birth: specify number ______________

042 ( ) Labor and delivery were normal

043 ( ) Labor was induced

044 ( ) Delivery was by forceps

045 ( ) Delivery was by Cesarian Section

046 ( ) There was an Rh problem

047 (x) The infant's Apgar score was _______ (If not known so state)

048 ( ) The infant had problems at birth; including being yellow (jaundice)

049 ( ) The infant was breast fed

050 ( ) The infant was formula fed

051 (x) Physician's Comment:

060 (x) STUDENT'S/CHILD'S GROWTH AND DEVELOPMENT

061 ( ) Development was average compared to brothers and sisters

062 ( ) Was more advanced

063 ( ) Was slower

064 (x) Student/Child sat free at ___ months (If this and subsequent dates can not be recalled place ? in space)

065 (x) Student/Child walked alone at _____ months

066 (x) Student/Child spoke single words at ____ months

067 (x) Student/Child was toilet trained at _____ months

068 (x) Student/Child knew colors at ____ years

069 (x) Student/Child knew letters at _____ years

070 ( ) Student/Child developed sex characteristics at __________ years (Girls: breasts. Boys, pubic hair)

071 ( ) Student/Child began to menstruate at ___________ years

072 ( ) Student/Child is right handed

073 ( ) Student/Child is left handed

074 ( ) Student/Child is ambidexterous

075 ( ) Student/Child started Kindergarten at ______ years

076 (x) Student/Child started first grade at _______ years

077 ( ) Student/Child is in ______grade now

078 ( ) Student/Child repeated one or more grades

079 (x) Physician's Comment:

097 (x) STUDENT'S/CHILD'S PAST MEDICAL HISTORY

098 (x) Student/Child has had the following diseases or problems:

099 ( ) Chickenpox

100 ( ) Measles

101 ( ) German measles

102 ( ) Mumps

103 ( ) Whooping cough

104 ( ) Eczema

105 ( ) Asthma

106 ( ) Hayfever

107 ( ) Heart disease

108 ( ) Liver disease

109 ( ) Problems with urine, bladder, kidneys, including bedwetting

110 ( ) Lung disease

111 ( ) Pneumonia

112 ( ) Bronchitis

113 ( ) Ear infections

114 ( ) Sore throats

115 ( ) Eye problems

116 ( ) Blood diseases

117 ( ) Accidents (other than minor cuts and bruises)

118 ( ) Emotional problems

119 ( ) Psychiatric care

120 ( ) Severe headaches

121 ( ) Head injuries (Concussion, fractured skull)

122 ( ) Convulsions

123 ( ) Difficulties with vision (including glasses)

124 ( ) Difficulty with hearing (failed hearing tests)

125 ( ) Difficulty with speech (including stuttering)

126 ( ) Difficulty with swallowing

127 ( ) Unusual gain or loss of weight

128 ( ) Constipation

129 ( ) Frequent diarrhea

130 ( ) Bladder or kidney infection

131 ( ) Difficulty balancing or walking

132 ( ) Problem with posture

133 ( ) Problems with arms or legs (including fractures)

134 ( ) Shortness of breath

135 ( ) Chest pain

136 ( ) Stomach aches

137 ( ) Learning disorder

138 ( ) Hyperactivity (received medicines for it)

139 ( ) Short attention span

140 ( ) Student/Child is taking medicine regularly: Specify_____

_______________________________________________

141 ( ) Has taken medicine regularly in the past_________________

142 ( ) Student's/Child's periods are regular

143 ( ) Student/Child has little or no discomfort with periods (does not miss school)

144 (x) Student/Child saw a physician most recently on________

145 ( ) Visit to physician was for a checkup

146 ( ) Visit was for an illness or problem

147 ( ) Student/Child saw a dentist last on____________________

148 ( ) Student/Child saw a medical specialist recently

149 (x) Physician's Comment:

160 (x) IMMUNIZATIONS AND PREVENTIVE MEDICINE

161 ( ) Student/Child took vitamins regularly

162 ( ) Student/Child took fluoride (alone or with vitamins) or drank fluoride in drinking water

163 ( ) Student/Child received his immunizations from his physician or clinic

164 ( ) Student/Child received immunizations in school

165 ( ) Student/Child has received no immunizations

Please write in the year when student received the latest immunization, if unknown, so state

166 (x) Diphtheria Year__________

167 (x) Whooping cough __________

168 (x) Tetanus__________________

169 (x) Polio______________________

170 (x) Measles___________________

171 (x) German measles (rubella)__________

172 ( ) Smallpox______________________________

173 ( ) Tuberculin test_____________________

174 (x) Physician's Comment:

175 (x) Hospitalizations: Please record date, name of hospital and its location, cause for hospitalization

176 ( ) Student/Child has not been hospitalized

177 ( ) Student/Child has had the following hospitalizations:

________________________________________

________________________________________

________________________________________

178 (x) Special evaluations, studies, or tests performed on student: Please list date, name of place or physician, and reason for study

179 ( ) Student/Child has had no special evaluation; tests, or studies

180 ( ) Student/Child has had the following evaluations, studies, or tests

________________________________________

________________________________________

________________________________________

181 (x) Physician's Comment:

191 (x) Student's/Child's social history

192 (x) Student/Child lives with:

193 ( ) Mother and Father

194 ( ) Mother

195 ( ) Father

196 ( ) Mother and Stepfather

197 ( ) Father and Stepmother

198 ( ) Relatives: Specify____________________

199 ( ) Foster Parents

200 ( ) Others: Specify____________________

201 ( ) Student/Child is adopted

202 (x) Number of people living in home with student__________

203 (x) Who is spending most time with student?__________

204 ( ) Student/Child gets along well with people

205 ( ) Student/Child is popular with others of like age

206 ( ) Student/Child has average or more than average number of friends

207 ( ) Student/Child is a loner

208 ( ) Student/Child is able to play alone and keep busy

209 ( ) Student/Child cries only for good reason

210 ( ) Student/Child has even temper

211 ( ) Student/Child has emotional outbursts and temper tantrums

212 ( ) Student/Child sleeps well, goes to bed readily, needs no night light

213 ( ) Student/Child eats most all foods for age

214 ( ) Student/Child is a problem eater

215 ( ) Student/Child has nightmares

216 ( ) Student/Child likes to visit friends and relatives and stay overnight

217 ( ) Student/Child smokes

218 ( ) Student/Child experiments with marijuana

219 ( ) Student/Child experiments with alcohol

220 ( ) Student/Child experiments with hard drugs

221 ( ) Student/Child has been involved with police, legal, or correctional authorities including truancy

222 ( ) Student/Child is abusive to others

223 ( ) Student/Child displays abnormal behavior

224 ( ) Student/Child has hobbies and special interests

225 ( ) Student/Child participates in sports

226 (x) Methods of disciplining or punishment used most often: Specify: ______________________________

227 (x) Physician's Comment:

228 (x) FAMILY MEDICAL HISTORY

229 (x) Mother's name

230 (x) Date of birth ______________________________

231 (x) Place of birth ______________________________

232 (x) Usual Occupation ______________________________

233 ( ) Mother is married to father

234 ( ) Mother is divorced

235 ( ) Mother is remarried

236 ( ) Mother is separated

237 ( ) Mother is widowed

238 ( ) Mother is single

239 (x) Father's name ______________________________

240 (x) Date of birth________________________________

241 (x) Place of birth_______________________________

242 (x) Usual Occupation_____________________________

243 ( ) Father is married to mother

244 ( ) Father is divorced

245 ( ) Father is remarried

246 ( ) Father is separated

247 ( ) Father is widowed

248 ( ) Father is single

249 (x) Student/Child has______brothers (if none, write 0)

250 (x) Student/Child has______sisters (if none, write 0)

251 (x) Names and dates of birth of brothers and sisters

252 ( ) Name____________________Date of birth__________

253 ( ) Name____________________Date of birth__________

254 ( ) Name____________________Date of birth__________

255 ( ) Name____________________Date of birth__________

256 ( ) Name____________________Date of birth__________

257 ( ) Name____________________Date of birth__________

258 (x) Mother's present age_________years

259 (x) Father's present age_________years

If any relative of student/child has had any of the following diseases, check the line and insert relationship to student/child in the space next to the disease.

260 ( ) Eczema, asthma, hayfever___________________________

261 ( ) Allergies to medicines___________________________

262 ( ) Birth defects___________________________________

263 ( ) Blood diseases__________________________________

264 ( ) Tumors or Cancer________________________________

265 ( ) Bone or joint problems__________________________

266 ( ) Rheumatic fever ____________________

267 ( ) Heart disease ____________________

268 ( ) Tuberculosis ____________________

269 ( ) Hearing or vision problems ____________________

270 ( ) Diabetes ____________________

271 ( ) Lung disease ____________________

272 ( ) Thyroid disease or abnormal body size ____________________

273 ( ) Kidney disease ____________________

274 ( ) Seizures, convulsions, or epilepsy ____________________

275 ( ) Mental retardation ____________________

276 ( ) Learning disability or school problems ____________________

____________________

277 ( ) Cerebral palsy ____________________

278 ( ) Psychiatric disorders ____________________

279 (x) Physician's Comment:

# Appendix L

## Communication from Dr. Hartman
## Aspirational Index Form

(pages 114-117)

# R. E. A. D. S.

**Regional Educational Assessment & Diagnostic Services, Inc.**
LAKEVILLE HOSPITAL
LAKEVILLE, MASSACHUSETTS 02346

(617) 947-3634

ROBERT K. HARTMAN, PH. D.
EXECUTIVE DIRECTOR

September 18, 1975

Herbert A. Drew Jr., Director
Pupil Personnel Services
Middleboro Public Schools
Middleboro, Mass. 02346

Dear Herb:

This is to confirm our conversation of yesterday and to finalize the most appropriate approaches to the aspiration index we discussed for the pre-school program for hearing impaired children.

Design an instrument that will allow parents, the teacher, the aide and your kindergarten teachers to rank or spell out individually those aspirations that they hold for each child. In the case of kindergarten teachers this will give us an idea of the pre-entry aspirations expectations held by kindergarten teachers. This type of study seems to follow your "TRIAD" model as you explained it to me. Once these are in hand for each child, we can review the data and share the findings with Ed Lynch and middle management.

As the program draws to a close, we can attempt to determine the levels of success that we attained with the pre-school class housed in Middleborough.

Keep in mind, you, Ed and I are scheduled to meet on Tuesday, September 30th to review progress to date and make some intermediate plans for the future.

Sincerely,

Bob

Robert K. Hartman, Ph.D.,
Executive Director

RKH/pt

MIDDLEBOROUGH PUBLIC SCHOOLS
*Pupil Personnel Services*
MIDDLEBOROUGH, MASSACHUSETTS 02346

HERBERT A. DREW, JR.
Director

Dear Parent:

As you know, the Middleborough School Department and R.E.A.D.S., Inc., have joined to provide a new pre-school program for hearing impaired children. It is our desire to make this program vital for each child and his parents.

To assist us to achieve this goal, I am asking your cooperation in filling out the accompanying form. Your response will help us to set the priorities of the program and later to evaluate how successful we have been in fulfilling your aspirations for the program.

A stamped self-addressed envelope has been enclosed for your convenience. I am looking forward to meeting with you at our first parents night and at any time you should care to visit our class.

Thank you for taking the time to assist us. I hope this year will be as rewarding for your child, as we trust it shall be for us.

Sincerely,

Herbert A. Drew, Jr.
Director
Pupil Personnel Services

HAD:bb
enclosures

# INSTRUCTIONS FOR
# COMPLETING GOALS RANKING SHEET

This form contains a list of goals for pre-school children. Please read the list carefully; if any goal that you feel is important for your child has been omitted, please add it on to the bottom of the page. Then in the space provided, put all the goals, (those typed and those you may have added) in rank order, starting with the most important goal for you as #1. to the least important goal #12. - 13. etc.

(For example: Goal #8. may be #1. in your ranking order. Put your rank number in the space next to the goal number.)

## GOALS

| RANK ORDER | GOAL NUMBER | |
|---|---|---|
| | 1. | Increase ability to dress oneself- ( Button, unbutton, zip, tie etc.) |
| | 2. | Increase ability to sustain attention in a game or task. |
| | 3. | Increase listening vocabulary. |
| | 4. | Increase ability to assemble parts of a whole. |
| | 5. | Increase ability to reproduce sounds and words. |
| | 6. | Increase ability to employ caution in daily living. |
| | 7. | Increase ability to maintain order ( Neatness.) |
| | 8. | Increase ability to care for self- ( Toilet needs - without undue assistance.) |
| | 9. | Increase ability in spoken vocabulary. |
| | 10. | Increase ability to fold, color. |
| | 11. | Increase ability to employ gestures in communication. |
| | 12. | Increase ability to share toys, games with age mates. |
| | 13. | |
| | 14. | |
| | 15. | |

## Appendix M

## Specific Educational Objectives Form

(page 118)

PRE-SCHOOL HEARING IMPAIRED PROGRAM

SPECIFIC EDUCATIONAL OBJECTIVES

#1 of # pages

( 9-3 1975 To 4-15 1976)

Pupil ________________

|  | Attainment of Objectives<br>WHEN (Months) |  |  |  |  |
|---|---|---|---|---|---|
| BEHAVIORAL OBJECTIVE | SEPT - Oct | Nov - Dec | JAN - Feb | MAR - APR. | MAY - June |
|  |  |  |  |  |  |
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# Appendix N

## Vita
## Parent Counselor

(pages 119-123)

# VITA

John R. Stahl, Jr.
Department of Psychology
University of Vermont
Burlington, Vermont 05401
802-656-2670

## Personal Data

Date of birth: November 12, 1947
Place of birth: Revere, Massachusetts
Health: Excellent
Marital status: Married; two children

## Educational History

B.A. (Summa cum laude)
University of Massachusetts at Boston, June, 1971
Major: Psychology
Minors: Biology and Anthropology

Ph.D.
University of Vermont, August, 1975
Major: Clinical Psychology
Minors: Learning and Developmental
Ph.D. Thesis: A Comparison of the Effects of Behavioral Contracting, Behavior Rehearsal and Self-evaluation Training on the Classroom Behavior of Problem Children.
Advisor: John D. Burchard

## Professional Experience

Community Worker 6/69 - 8/69
Office of Economic Opportunity
Lynn, Massachusetts

Participated in educational programs for children from deprived environments. Assisted in research assessing the services of local social agencies.

Counselor 5/70 - 8/70
Warren Center for the Emotionally Distrubed Child
Newton, Massachusetts
Supervisor: Frederick Krell

Participated in a therapeutic day program for psychotic and severely disturbed children. Worked on an individual basis and in small groups with four- to six-year-olds.

Research Assistant 9/70 - 5/71
Department of Psychology
University of Massachusetts at Boston
Supervisor: Paul M. Kanzer

Assisted in research assessing factors contributing to students' withdrawal from college. Duties included the development of assessment instruments, the interviewing of students and data analysis.

Research Assistant 1/71 - 8/71
Department of Psychology
University of Massachusetts at Boston
Supervisor: Stanley Klein

Participated in research conducted at the Drug Referral Service of Boston City Hospital. The research assessed the population who utilized the crisis "hot line" of the service and the functions performed by the service. Duties included the collection and analysis of data. A report was presented to the Boston City Council.

Research Assistant 9/71 - 8/72
Project CRASH
(Countermeasures Related to Alcohol and Safety on the Highways)
Waterbury, Vermont
Supervisor: Marc Kessler

Participated in a federally-funded research and intervention program directed toward alcohol-impaired drivers. Duties included leading small groups for retraining drivers who had been convicted of driving while intoxicated. Assisted in descriptive research investigating drinking habits.

Introductory Practicum Intern 10/71 - 6/72
Counseling and Testing Center
University of Vermont
Supervisor: C. S. Dietzel

Training consisted of supervised experience at a facility which services approximately 900 college students per school semester. Duties included counseling of undergraduate students with educational/vocational and/or personal problems and the administration and interpretation of personality and vocational tests.

Clinical Psychology Intern 9/72 - 8/73
Vermont State Hospital
Waterbury, Vermont
Supervisor: Laurence E. Thomson

Internship consisted of 1000 hours of supervised clinical experience with adult in-patients at 800-bed psychiatrist hospital. Major responsibilities involved team psychologist activities on a four-ward unit for

65 to 70 patients. Duties included intellectual and personality evaluations, individual and group psychotherapy, hospital-wide consultation, and evaluative research. A token economy was implemented on one ward, and research on the development of social reinforcers within the token economy environment was conducted. As part of responsibilities, participated in a weekly advanced practicum seminar with all University of Vermont Psychology Department clinical faculty and interns.

Clinical Psychology Intern 9/73 - 8/74
Youth Service Bureau
Department of Psychology
University of Vermont
Supervisor: John D. Burchard

Internship consisted of 1000 hours of supervised clinical experience with youth experiencing problems in school or in the community who were referred to the Youth Service Bureau, a federally and locally funded private non-profit agency. Major responsibilities involved (1) psychological assessment and intervention with individual youth and (2) administration of a school-based voluntary youth center program for problem youth. Duties related to individual intervention included assessment of the individual's familial, school and neighborhood adjustment and implementation of an intervention program. Duties related to the youth center included direction of the center's recreational/educational programs, supervision of 30 undergraduate psychology students employed in the project, administration of a token incentive system whereby students could earn privileges at the center by carrying behavior rating cards to class, and enlisting adult volunteers and training them in the operation of the youth center. Participated in weekly advanced practicum seminar attended by all clinical faculty and interns, and conducted research evaluating the effects of different components of the youth center program on classroom performance.

Instructor 1/74 - 5/74
Department of Psychology
University of Vermont

Taught undergraduate course in abnormal psychology.

Instructor 2/74 - 4/74
Department of Psychology and
Youth Service Bureau
University of Vermont

Conducted a workshop on the classroom application of behavioral principles for teachers of the Burlington, Vermont school system.

Clinical Psychology Intern 9/74 - 8/75
Counseling and Testing Center
University of Vermont
Supervisor: Richard Does

Internship consisted of 1000 hours of supervised clinical experience with undergraduate students, graduate students and staff of the University of Vermont who sought services at the Counseling and Testing Center for educational or personal/social problems. Responsibilities and duties involved counseling and test evaluation for educational/vocational problems; individual psychotherapy for social adjustment difficulties, sexual problems, neurotic behaviors, depression, psychosomatic symptoms and family problems, including problems involving the children of Counseling Center clients; and participation as co-therapist in marital counseling and in groups oriented toward tne development of interpersonal skills. In addition to individual therapy supervision, attended a weekly Counseling Center staff meeting devoted to case discussion. As part of responsibilities also participated in weekly advanced practicum seminar with all clinical faculty and interns, and initiated a research project for training counselors in therapeutic skills.

Instructor 9/74 - 12/74
Department of Psychology
University of Vermont

Taught undergraduate course in abnormal psychology.

Instructor 1/75 - 5/75
Department of Psychology
University of Vermont

Taught undergraduate course in child psychology.

## Honors and Awards

Senior Honors in Psychology 1971
University of Massachusetts at Boston

## Publications and Papers

Olio, Karen and Stahl, J. R. Interpersonal attitudes and behavior of homosexual males. Paper submitted to The Journal of Individual Psychology.

Stahl, J. R., Burchard, J. D. and Lefebvre, M. F. The effects of behavioral contracting, behavior rehearsal and self-evaluation training employed in a youth center program to modify classroom behavior. Paper submitted to The Journal of Behavior Therapy and Experimental Psychiatry.

Stahl, J. R., Fuller, Eloise J., Lefebvre, M. F. and Burchard, J. D. A youth center model for community-based intervention. Paper presented at the annual convention of the American Psychological Association, New Orleans, La., 1974.

Stahl, J. F., Fuller, Eloise, J., Lefebvre, M. F. and Burchard, J. D. A youth center model for community-based intervention. Paper submitted to *The Journal of Community Psychology*.

Stahl, J. R. and Leitenberg, H. Behavioral treatment of the chronic mental patient. In H. Leitenberg (Ed.), *Handbook of Behavior Modification and Behavior Therapy*. New York: Prentice-Hall, In Press.

Stahl, J. R., Thomson, L. E., Leitenberg, H. and Hasazi, J. E. Establishment of praise as a conditioned reinforcer in socially unresponsive psychiatric patients. *Journal of Abnormal Psychology*, 1974, *83*, 488-496.

## References

George W. Albee, Ph.D., Professor of Psychology
University of Vermont, Burlington, Vermont 05401

John D. Burchard, Ph.D., Professor of Psychology
University of Vermont, Burlington, Vermont 05401

Richard B. Does, Ph.D., Director, Counseling and Testing Center
University of Vermont, Burlington, Vermont 05401

Joseph E. Hasazi, Ph.D., Director, Clinical Training Program
Department of Psychology, University of Vermont, Burlington, Vermont 05401

## Appendix O

## Teaching Strategies

(pages 124-130)

# GUIDELINES FOR TEACHERS
# OF HEARING IMPAIRED CHILDREN

Margaret E. Sage, Deaf Education Specialist
Hearing Impaired Program
READS/ Middleborough, Massachusetts 02346

The attached information was adapted in part from Soundings, a publication by the Massachusetts Parents Association for the Deaf and Hard of Hearing. Although this was written as a guideline for teachers of hearing impaired students in regular classrooms, there is information that can be helpful to everyone who has contact with hearing impaired individuals.

# GUIDELINES FOR TEACHERS OF HEARING IMPAIRED CHILDREN

In order to ease the hearing-impaired student's transition into the mainstream of school life, the following suggestions are offered:

I. GENERAL SUGGESTIONS FOR TEACHERS OF HEARING IMPAIRED STUDENTS IN CLASSROOM

A. Try to accept the hard of hearing student positively, no matter how inadequate his speech, his comprehension, or his vocabulary. Since you set the example for the class, your reactions are likely to trigger similar response patterns in the other students.

B. Two students with almost identical hearing losses may function very differently. They must be motivated, taught, and challenged according to their ability to function as total individuals.

C. Intelligence, social maturity, family background, etc., of hard of hearing students vary considerably. Any one or a combination of the above factors may be more significant than the student's hearing loss in determining his ability to function and to learn.

D. When you begin new work or ask a question, or give assignments, watch the student to see that he really understands what was said.

E. Encourage the student especially when he seems confused if he doesn't understand and is unsure of himself.

F. Hearing aids are not like prescription glasses. No hearing aid is completely free from distortion, or will permit a student with even a moderate loss to hear exactly the way others do. A hearing aid amplifies. It does not clarify.

G. Shouting at someone who wears an aid either "blasts" him out of his seat and/or distorts the sound considerably.

H. Be patient with the hard of hearing student who so often comes up to you "just to make sure" he understands.

II. CLASSROOM SEATING

A. The student should sit next to the windows so that the speaker's face is in the light (to facilitate lipreading).

B. The student should sit near the front of the room, but not too close to the speaker (three or four feet is fine).

C. The student should have a "roving" seat for class discussions (so that he can keep the faces of the other students in view), and be seated so that most instruction will go to the ear with the hearing aid (this does not apply to body level hearing aids).

## III. YOU CAN HELP BY SPEAKING

A. normally, naturally, clearly, without exaggerating lip movements.

B. to the class (avoid talking to the blackboard or your notes).

C. with uncovered lips (keep hands, books, paper, etc. from mouth).

D. with good eye contact.

E. with frequent questions to make sure he understands.

F. with a pleasant and relaxed expression.

G. firmly with enough volume to be heard by the entire class.

H. in complete phrases and sentences, not isolated words.

I. with rephrasing of statements, if repetition is needed.

J. without excessive head movement.

## IV. YOUR HELP SHOULD INCLUDE:

A. written assignments.

B. written information regarding tests, quizzes and the dates (on the blackboard, instead of at the passing bell).

C. avoiding unnecessary walking or movement which obscures the face.

D. waiting till you have the attention of the class before starting.

E. using all possible visual aids (chalkboard, charts, pictures, maps, diagrams, films, overhead projectors, etc.).

F. writing new vocabulary words on the board.

G. outlining complicated topics under discussion on paper or on the board, to aid the student's orientation.

H. "tuning in" the hearing impaired student when shifting topics, with verbal and visual connectives and transitions (e.g., "Now we're going to move on to step 3").'

I. Help the child to participate in and enjoy group activities. If he is in a small working group, it may help to arrange the chairs in a circle or semicircle.

J. Work on the child's sense of humor. It helps tremendously.

K. Encourage the child to participate in music, gym, and other rhythmical activities. A natural sense of rhythm will help him to speech read and speak better.

V. FEEL FREE TO:

A. ask the student to repeat or write something not understood.

B. alert the hard of hearing student to the location of the speaker (such as in a class discussion --it takes time to find the moving lips.)

C. to assign a "buddy" or student to interpret instructions and assist in taking duplicate notes.

D. encourage the hard of hearing student's special abilities.

E. Use appropriate slang used by hearing students. (Deaf students are not quick to pick up idioms or slang expressions.)

VI. YOU SHOULD EXPECT:

A. lapse in attention occasionally, as listening is more fatiguing for the hard of hearing than for other students.

B. the hard of hearing student to miss much of what you say during note taking.

C. lip reading to become increasingly difficult at greater distances.

D. background noises to be distracting. The student with the hearing aid is not able to screen out background noises as well as those with normal hearing --the hearing aid amplifies all sounds.

E. the memorization of a long list of aurally given items to be difficult if not impossible.

F. the hearing impaired student to have vocabulary deficits.

G. the hard of hearing to often not understand, regardless of how bright he or she is, or how attentive he or she is.

## VII. GENERAL SPEECH SUGGESTIONS:

A. Hearing impaired students do not hear many sounds, such as s, f, b, d, m, n, etc. Their speech is therefore often distorted.

B. The sounds k/,q/,nq/, and h/ are almost impossible to see in words. It sometimes helps to rephrase your thought by expressing it in words.that have more visible speech elements like p/,b/,f/,th/,t/, and l/. Simply saying the same thing in several different ways helps.

C. Many sounds are homophonous, i.e., they look alike on the lips. Without hearing, a child cannot distinguish between words like pat-bat-mat, kate-gate-late etc. The only help comes from the verbal context surrounding these words. Since over 60% of the words in our language are homophonous with some other word or words, we must be especially alert to help the child by the means described above.

## VIII. HELPING HIM TO PROTECT THE LEARNING HE DOES HAVE

A. These children should have a hearing test at least once a year and more frequently if a change in his/her hearing is noticed.

B. Appropriate dress and nutrition which help to avoid colds should be encouraged since colds which are frequent and severe can aggravate a hearing loss.

C. This child and even children with normal hearing should have a complete hearing test within three weeks following mumps, measles, or any respiratory disease that might affect the ear. Prompt medical referral can save the hearing or many children, but it must be prompt. A delay can mean permanent damage.

D. Encourage the child to listen. Whether or not he has a hearing aid he should be encouraged to use his residual hearing to its fullest.

IX. HELP HIM TO CARE FOR AND USE HIS HEARING AID PROPERLY

A. The child's aid will have 1 or 2 small batteries. He should know how to replace these, and when to do it. It helps to have extra batteries available. When they wear out the aid will go dead suddenly.

B. The child should take his aid off during hard play.

C. The child should know how to operate the volume and tone controls.

D. The teacher can help by checking on the following signs of hearing aid trouble:

   1. Squealing... the child may have outgrown his earmold, the earmold may not be properly fitted in his ear canal, the receiver may not be fitted securely into the earmold.

   2. Sudden failure of the aid... the battery may need to be replaced; there may be a loose cord connection; there may be a broken cord because of twisting and wear.

E. When the child first gets his hearing aid, do not expect him to wear it constantly. Let him get used to it gradually.

F. Make certain the child turns down the volume control during singing or other loud classroom activity.

X. SIGNS OF POSSIBLE HEARING LOSS IN THE CLASSROOM

A. Verbal direction ignored consistently.

B. Close observation of the face of the teacher.

C. Consistently turning the head to one side (cocking the head) when attending to the teacher or other student.

D. Apparent and repeated confusions in understanding the speech of others.

E. Reading disability.

F. Numerous spelling errors, particularly on tests where he may mishear the words as they are dictated. Help by using the words in appropriate sentences.

G. Frequent colds, ear discharge, and earaches.

H. Spells of dizziness or tinnitus.

I. Inattentiveness and daydreaming. The child may be fatigued from the strain of watching and withdraw his attention from the task.

J. Loss of impairment of ability to localize sound sources. He may look to his left when the sound came from his right or some other direction.

K. Frequent requests for repetition.

L. Reluctance to compete in oral activities.

M. History of hearing problems or others in the family with hearing problems.

## ADDITIONAL SUGGESTIONS

A. Students will vary greatly in communicative skills,

B. Please feel free to consult with the Deaf Program staff in any way. We are eager to work with you.

C. Students should not be excused from the rules and regulations governing the rest of their classmates.

D. Deaf students may require more attention, but they should not be given preferential treatment.

# Appendix P

## Communication from Dr. Fantasia

(page 131)

*The Commonwealth of Massachusetts*
*Department of Education*
*Southeast Regional Center*
*Route 105, Lakeville, Mass.*

MAIL ADDRESS
P. O. BOX 29
MIDDLEBORO, MA. 02346

March 10, 1976

Mr. Herbert A. Drew, Jr.
Director
Pupil Personnel Services
Middleborough Public Schools
East Grove Street
Middleboro, Massachusetts 02346

Dear Mr. Drew:

I am happy to assist you in any way in the planning and organizing of the day long institute on hearing impairments. This all day event is totally compatible with the federal grant that you developed.

I have been in touch with both Dr. Hartman and Mr. Lynch regarding this project and feel confident that this segment of the total program will be as creditable as the other units you have assembled in this endeavor.

Dr. Joseph Rosenstein has agreed to make the keynote prerentation. Additionally, he has been able to secure the services of Dr. Kay Horton of Tennessee to be the principal presentor. She is a nationally recognized authority on early identification of hearing impaired children.

It is my desire that you and Miss Peggy Sage, your pre-school teacher, conduct one of the workshop sessions. Particularly concerned with preschoolers and the parental involvement component that are the hallmark of your phase of the regional program.

Again, my congratulations for the part you played in creating such a viable component for hearing impaired children within this region.

Very truly yours,

Robert Fantasia

Robert Fantasia
Planner Hearing Impaired Children
Southeast Region

RF:bm

P.S. Date had to be changed to accommodate travel plans for Dr. Kay Horton. New date is Saturday, May 22, 1976.

Appendix Q

Rating Scale

(pages 132-133)

MIDDLEBOROUGH PUBLIC SCHOOLS
*Pupil Personnel Services*
MIDDLEBOROUGH, MASSACHUSETTS 02346

HERBERT A. DREW, JR.
Director

____________________

Dear ____________________

Last fall you assisted us by participating in our attempt to set goals for your child in the pre-school hearing impaired program.

We are now asking you to give us a report card. How did we do in fulfilling your goals for ____________?

On the accompanying sheet you will note a rating scale, please let us know how you think we have done. Your goals are listed in the order you submitted, please rate our performance so we can better serve ________________.

Thank you in advance for this assistance and for your outstanding cooperation all year.

Sincerely,

Herbert A. Drew, Jr.
Director
Pupil Personnel Services

HAD:bb
enclosure

## DIRECTIONS

Kindly place a check mark (✓) in the column that best describes your opinion of how well we have or have not done in attempting to satisfy your goals for your child.

DO YOU THINK THE PROGRAM SHOULD BE CONTINUED
(Please Cirlce)

YES NO

| GOAL # | INCREASE: | YOUR RANK | EXCELLENT | GOOD | FAIR | POOR |
|---|---|---|---|---|---|---|
| 1. | ability to dress oneself. | | | | | |
| 2. | ability to sustain attention in a game or task. | | | | | |
| 3. | listening vocabulary. | | | | | |
| 4. | ability to assemble parts of a whole. | | | | | |
| 5. | ability to reproduce sounds and words. | | | | | |
| 6. | ability to employ caution in daily living. | | | | | |
| 7. | ability to maintain order. | | | | | |
| 8. | ability to care for self. | | | | | |
| 9. | ability in spoken vocabulary. | | | | | |
| 10. | ability to fold, color. | | | | | |
| 11. | ability to employ gestures in communication. | | | | | |
| 12. | ability to share toys/games with age-mates. | | | | | |

# Appendix R

## Validation Study Computer Print Out

(pages 134-166)

| CODE | TOWN |
|---|---|
| 1 | ABINGTON |
| 3 | ACUSHNET |
| 16 | ATTLEBORO |
| 20 | BARNSTABLE |
| 27 | BERKLEY |
| 36 | BOURNE |
| 41 | BREWSTER |
| 42 | BRIDGEWATER |
| 44 | BROCKTON |
| 52 | CARVER |
| 55 | CHATHAM |
| 62 | CHILMARK |
| 72 | DARTMOUTH |
| 76 | DIGHTON |
| 82 | DUXBURY |
| 83 | EAST BRIDGEWATER |
| 85 | EASTHAM |
| 88 | EASTON |
| 89 | EDGARTOWN |
| 94 | FAIRHAVEN |
| 95 | FALL RIVER |
| 96 | FALMOUTH |
| 99 | FOXBOROUGH |
| 102 | FREETOWN |
| 104 | GAY HEAD |
| 118 | HALIFAX |
| 122 | HANOVER |
| 123 | HANSON |
| 126 | HARWICH |
| 142 | HULL |
| 145 | KINGSTON |
| 146 | LAKEVILLE |
| 167 | MANSFIELD |
| 169 | MARION |
| 171 | MARSHFIELD |
| 172 | MASHPEE |
| 173 | MATTAPOISETT |
| 182 | MIDDLEBOROUGH |
| 197 | NANTUCKET |
| 201 | NEW BEDFORD |
| 208 | NORFOLK |
| 212 | NO.ATTLEBORO |
| 218 | NORTON |
| 219 | NORWELL |
| 221 | OAK BLUFFS |
| 224 | ORLEANS |
| 231 | PEMBROKE |
| 238 | PLAINVILLE |
| 239 | PLYMOUTH |
| 240 | PLYMPTON |
| 242 | PROVINCETOWN |
| 245 | RAYNHAM |
| 247 | REHOBOTH |

| CODE | TOWN |
|---|---|
| 250 | ROCHESTER |
| 251 | ROCKLAND |
| 261 | SANDWICH |
| 264 | SCITUATE |
| 265 | SEEKONK |
| 273 | SOMERSET |
| 285 | STOUGHTON |
| 292 | SWANSEA |
| 293 | TAUNTON |
| 296 | TISBURY |
| 300 | TRURO |
| 310 | WAREHAM |
| 318 | WELLFLEET |
| 323 | WEST BRIDGEWATER |
| 331 | WESTPORT |
| 334 | W.TISBURY |
| 338 | WHITMAN |
| 350 | WRENTHAM |
| 625 | BRIDGEWATER-RAYNHAM |
| 645 | DENNIS-YARMOUTH |
| 650 | DIGHTON-REHOBOTH |
| 660 | NAUSET REG'L |
| 665 | FREETOWN-LAKEVILLE X |
| 690 | KING PHILIP X |
| 700 | MARTHAS VINEYARD REG |
| 740 | OLD ROCHESTER REG'L |
| 751 | PLYMOUTH-CARVER REG |
| 760 | SILVER LAKE X |
| 780 | WHITMAN-HANSON REG |
| 810 | BRISTOL-PLYMOUTH |
| 815 | CAPE COD VOC.TECH |
| 821 | GREATER FALL RIVER |
| 825 | GREATER NEW BEDFORD |
| 855 | OLD COLONY |
| 872 | SOUTHEAST |
| 873 | SO.SHORE VOC.TECH. |
| 879 | UPPER CAPE COD |
| 910 | BRISTOL COUNTY AGGIE |

READS,INC.

HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION 02/27/76

EDUCATIONAL PLACEMENT - IN/OUT DISTRICT * LEA FUNDED

**CAPE AREA**

AREA RECAP BY AGE & SEX

| CHRONOLOGICAL AGE RANGE | MALE | FEMALE | TOTAL | PERCENT |
|---|---|---|---|---|
| 02/01 TO 02/11 | | | | % |
| 03/01 TO 03/11 | | | | % |
| 04/01 TO 04/11 | 2 | | 2 | 8% |
| 05/01 TO 05/11 | | 2 | 2 | 15% |
| 06/01 TO 06/11 | | 3 | 3 | 27% |
| 07/01 TO 07/11 | | 1 | 1 | 31% |
| 08/01 TO 08/11 | | 1 | 1 | 35% |
| 09/01 TO 09/11 | 2 | 1 | 3 | 46% |
| 10/01 TO 10/11 | | 1 | 1 | 50% |
| 11/01 TO 11/11 | | 1 | 1 | 54% |
| 12/01 TO 12/11 | 3 | 1 | 4 | 69% |
| 13/01 TO 13/11 | 1 | 1 | 2 | 77% |
| 14/01 TO 14/11 | 1 | 1 | 2 | 85% |
| 15/01 TO 15/11 | | | | |
| 16/01 TO 16/11 | | 1 | 1 | 88% |
| 17/01 TO 17/11 | 1 | 2 | 3 | 100% |
| 18/01 TO 18/11 | | | | |
| 19/01 TO 19/11 | | | | |
| 20/01 TO 20/11 | | | | |
| 21/01 TO 21/11 | | | | |
| | 10 | 16 | 26 | |

READS, INC.

HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION 02/27/76

EDUCATIONAL PLACEMENT - IN/OUT DISTRICT * LEA FUNDED

*DUXBURY AREA*

AREA RECAP BY AGE & SEX

| CHRONOLOGICAL AGE RANGE | MALE | FEMALE | TOTAL | PERCENT |
|---|---|---|---|---|
| 02/01 TO 02/11 | | | | % |
| 03/01 TO 03/11 | | | | % |
| 04/01 TO 04/11 | 1 | 1 | 2 | 9% |
| 05/01 TO 05/11 | 1 | 1 | 2 | 18% |
| 06/01 TO 06/11 | 1 | | 1 | 23% |
| 07/01 TO 07/11 | | 2 | 2 | 32% |
| 08/01 TO 08/11 | 1 | | 1 | 36% |
| 09/01 TO 09/11 | 1 | 2 | 3 | 50% |
| 10/01 TO 10/11 | 2 | 1 | 3 | 64% |
| 11/01 TO 11/11 | 2 | | 2 | 73% |
| 12/01 TO 12/11 | | | | |
| 13/01 TO 13/11 | 1 | | 1 | 77% |
| 14/01 TO 14/11 | 3 | | 3 | 91% |
| 15/01 TO 15/11 | | | | |
| 16/01 TO 16/11 | | 2 | 2 | 100% |
| 17/01 TO 17/11 | | | | |
| 18/01 TO 18/11 | | | | |
| 19/01 TO 19/11 | | | | |
| 20/01 TO 20/11 | | | | |
| 21/01 TO 21/11 | | | | |
| | 13 | 9 | 22 | |

READS,INC.

02/27/76

HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

EDUCATIONAL PLACEMENT - IN/OUT DISTRICT * LEA FUNDED

*NEW BEDFORD AREA*

AREA RECAP BY AGE & SEX

| CHRONOLOGICAL AGE RANGE | MALE | FEMALE | TOTAL | PERCENT |
|---|---|---|---|---|
| 02/01 TO 02/11 | 1 | | 1 | 3% |
| 03/01 TO 03/11 | 1 | | 1 | 5% |
| 04/01 TO 04/11 | | 1 | 1 | 8% |
| 05/01 TO 05/11 | 1 | 1 | 2 | 13% |
| 06/01 TO 06/11 | 2 | 1 | 3 | 21% |
| 07/01 TO 07/11 | 2 | 1 | 3 | 29% |
| 08/01 TO 08/11 | 2 | 1 | 3 | 37% |
| 09/01 TO 09/11 | | | | 37% |
| 10/01 TO 10/11 | 2 | 2 | 4 | 47% |
| 11/01 TO 11/11 | 1 | 1 | 2 | 53% |
| 12/01 TO 12/11 | 2 | 1 | 3 | 61% |
| 13/01 TO 13/11 | | 1 | 1 | 63% |
| 14/01 TO 14/11 | 3 | 3 | 6 | 79% |
| 15/01 TO 15/11 | 3 | | 3 | 87% |
| 16/01 TO 16/11 | | 1 | 1 | 89% |
| 17/01 TO 17/11 | | 1 | 1 | 92% |
| 18/01 TO 18/11 | 2 | 1 | 3 | 100% |
| 19/01 TO 19/11 | | | | |
| 20/01 TO 20/11 | | | | |
| 21/01 TO 21/11 | | | | |
| | 22 | 16 | 38 | |

READS, INC.

HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION 02/27/76

EDUCATIONAL PLACEMENT - IN/OUT DISTRICT * LEA FUNDED

*FALL RIVER AREA*

AREA RECAP BY AGE & SEX

| CHRONOLOGICAL AGE RANGE | MALE | FEMALE | TOTAL | PERCENT |
|---|---|---|---|---|
| 02/01 TO 02/11 | | | | % |
| 03/01 TO 03/11 | 1 | | 1 | 2% |
| 04/01 TO 04/11 | 1 | | 1 | 5% |
| 05/01 TO 05/11 | | | | 5% |
| 06/01 TO 06/11 | 2 | 1 | 3 | 11% |
| 07/01 TO 07/11 | 2 | | 2 | 16% |
| 08/01 TO 08/11 | 2 | 1 | 3 | 23% |
| 09/01 TO 09/11 | 1 | | 1 | 25% |
| 10/01 TO 10/11 | 1 | 2 | 3 | 32% |
| 11/01 TO 11/11 | 2 | 1 | 3 | 39% |
| 12/01 TO 12/11 | 3 | 1 | 4 | 48% |
| 13/01 TO 13/11 | 4 | | 4 | 57% |
| 14/01 TO 14/11 | 3 | 3 | 6 | 70% |
| 15/01 TO 15/11 | 3 | 1 | 4 | 80% |
| 16/01 TO 16/11 | 3 | 2 | 5 | 91% |
| 17/01 TO 17/11 | 2 | 1 | 3 | 98% |
| 18/01 TO 18/11 | | 1 | 1 | 100% |
| 19/01 TO 19/11 | | | | |
| 20/01 TO 20/11 | | | | |
| 21/01 TO 21/11 | | | | |
| | 30 | 14 | 44 | |

READS,INC.

HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

02/27/76

EDUCATIONAL PLACEMENT - IN/OUT DISTRICT * LEA FUNDED

*BROCKTON AREA*

AREA RECAP BY AGE & SEX

| CHRONOLOGICAL AGE RANGE | MALE | FEMALE | TOTAL | PERCENT |
|---|---|---|---|---|
| 02/01 TO 02/11 | | | | % |
| 03/01 TO 03/11 | | | | % |
| 04/01 TO 04/11 | | | | % |
| 05/01 TO 05/11 | | | | % |
| 06/01 TO 06/11 | | | | % |
| 07/01 TO 07/11 | | | | % |
| 08/01 TO 08/11 | | | | % |
| 09/01 TO 09/11 | | | | % |
| 10/01 TO 10/11 | | | | % |
| 11/01 TO 11/11 | 1 | 1 | 2 | 33% |
| 12/01 TO 12/11 | 1 | | 1 | 50% |
| 13/01 TO 13/11 | | | | |
| 14/01 TO 14/11 | | | | |
| 15/01 TO 15/11 | 1 | 1 | 2 | 83% |
| 16/01 TO 16/11 | | | | |
| 17/01 TO 17/11 | | | | |
| 18/01 TO 18/11 | 1 | | 1 | 100% |
| 19/01 TO 19/11 | | | | |
| 20/01 TO 20/11 | | | | |
| 21/01 TO 21/11 | | | | |
| | 4 | 2 | 6 | |

READS,INC.

HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION 02/27/76

EDUCATIONAL PLACEMENT - IN/OUT DISTRICT * LEA FUNDED

**READS AREA**

AREA RECAP BY AGE & SEX

| CHRONOLOGICAL AGE RANGE | MALE | FEMALE | TOTAL | PERCENT |
|---|---|---|---|---|
| 02/01 TO 02/11 | | | | % |
| 03/01 TO 03/11 | | 1 | 1 | 2% |
| 04/01 TO 04/11 | 1 | | 1 | 4% |
| 05/01 TO 05/11 | | | | 4% |
| 06/01 TO 06/11 | 3 | 2 | 5 | 13% |
| 07/01 TO 07/11 | 2 | 2 | 4 | 20% |
| 08/01 TO 08/11 | 2 | 1 | 3 | 26% |
| 09/01 TO 09/11 | 3 | | 3 | 31% |
| 10/01 TO 10/11 | 2 | 2 | 4 | 39% |
| 11/01 TO 11/11 | 2 | | 2 | 43% |
| 12/01 TO 12/11 | 2 | 3 | 5 | 52% |
| 13/01 TO 13/11 | 4 | 2 | 6 | 63% |
| 14/01 TO 14/11 | 6 | 2 | 8 | 78% |
| 15/01 TO 15/11 | 1 | 2 | 3 | 83% |
| 16/01 TO 16/11 | 3 | | 3 | 89% |
| 17/01 TO 17/11 | 1 | 3 | 4 | 96% |
| 18/01 TO 18/11 | 1 | | 1 | 98% |
| 19/01 TO 19/11 | | | | |
| 20/01 TO 20/11 | | 1 | 1 | 100% |
| 21/01 TO 21/11 | | | | |
| | 33 | 21 | 54 | |

READS,INC.

HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION 02/27/76

EDUCATIONAL PLACEMENT - IN/OUT DISTRICT # LEA FUNDED

*ATTLEBORO AREA*

AREA RECAP BY AGE & SEX

| CHRONOLOGICAL AGE RANGE | MALE | FEMALE | TOTAL | PERCENT |
|---|---|---|---|---|
| 02/01 TO 02/11 | | | | % |
| 03/01 TO 03/11 | | | | % |
| 04/01 TO 04/11 | | | | % |
| 05/01 TO 05/11 | | | | % |
| 06/01 TO 06/11 | 1 | 1 | 2 | 4% |
| 07/01 TO 07/11 | 4 | 4 | 8 | 18% |
| 08/01 TO 08/11 | 1 | | 1 | 20% |
| 09/01 TO 09/11 | 1 | 1 | 2 | 24% |
| 10/01 TO 10/11 | 1 | 3 | 4 | 31% |
| 11/01 TO 11/11 | 2 | 3 | 5 | 40% |
| 12/01 TO 12/11 | 3 | 4 | 7 | 53% |
| 13/01 TO 13/11 | 4 | 4 | 8 | 67% |
| 14/01 TO 14/11 | 6 | 1 | 7 | 80% |
| 15/01 TO 15/11 | 1 | 2 | 3 | 85% |
| 16/01 TO 16/11 | | 2 | 2 | 89% |
| 17/01 TO 17/11 | 4 | 1 | 5 | 98% |
| 18/01 TO 18/11 | | 1 | 1 | 100% |
| 19/01 TO 19/11 | | | | |
| 20/01 TO 20/11 | | | | |
| 21/01 TO 21/11 | | | | |
| | 28 | 27 | 55 | |

READS, INC.

HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION 02/27/76

EDUCATIONAL PLACEMENT - IN/OUT DISTRICT * LEA FUNDED

GRAND TOTAL - REGION

AREA RECAP BY AGE & SEX

| CHRONOLOGICAL AGE RANGE | MALE | FEMALE | TOTAL | PERCENT |
|---|---|---|---|---|
| 02/01 TO 02/11 | 1 | | 1 | % |
| 03/01 TO 03/11 | 2 | 1 | 3 | 2% |
| 04/01 TO 04/11 | 5 | 2 | 7 | 4% |
| 05/01 TO 05/11 | 2 | 4 | 6 | 7% |
| 06/01 TO 06/11 | 9 | 8 | 17 | 14% |
| 07/01 TO 07/11 | 10 | 10 | 20 | 22% |
| 08/01 TO 08/11 | 8 | 4 | 12 | 27% |
| 09/01 TO 09/11 | 8 | 4 | 12 | 32% |
| 10/01 TO 10/11 | 8 | 11 | 19 | 40% |
| 11/01 TO 11/11 | 10 | 7 | 17 | 47% |
| 12/01 TO 12/11 | 14 | 10 | 24 | 56% |
| 13/01 TO 13/11 | 14 | 8 | 22 | 65% |
| 14/01 TO 14/11 | 22 | 10 | 32 | 78% |
| 15/01 TO 15/11 | 9 | 6 | 15 | 84% |
| 16/01 TO 16/11 | 6 | 8 | 14 | 90% |
| 17/01 TO 17/11 | 8 | 8 | 16 | 97% |
| 18/01 TO 18/11 | 4 | 3 | 7 | 100% |
| 19/01 TO 19/11 | | | | 100% |
| 20/01 TO 20/11 | | 1 | 1 | 100% |
| 21/01 TO 21/11 | | | | 100% |
| | 140 | 105 | 245 | |

## LEGEND- REPORT HEADINGS

AGE- REPORTED IN YEARS & MONTHS AS OF 10/1/75

SEX- M=MALE F=FEMALE

ED. =EDUCATIONAL PLACEMENT
1-PUBLIC WITHIN DISTRICT
2-PUBLIC OUT OF DISTRICT
3-PRIVATE- DAY
4-PRIVATE- RESIDENTIAL

GRADE PLACEMENT
1 - 12 GRADE LEVEL
KDG- KINDERGARTEN
SPC- SPECIAL CLASS
PRE- PRESCHOOL
RES- RESIDENTIAL
LIP- LIP READING
NON- NONGRADED
DNA- DOES NOT APPLY

FND =SOURCE OF FUNDING
A-LOCAL SCHOOL DISTRICT
B-STATE GRANDFATHERED
C-PARENTAL PLACEMENT-PVT
D-OTHER GOVERNMENTAL AGENCY

NO-SPP =NO SPEC.PROG.PLACEMENT

GRAD= HIGH SCHOOL GRAD

M.H.= MULTIHANDICAPPED

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                              READS,INC.

02/27/76          HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

                              **CAPE AREA**
                                                          NO
            TOWN                  AGE  SEX  ED.  FNU  GR   SPP  GRAD M.H.

020     BARNSTABLE                5/04  F    2    A  KDG          N    N
020     BARNSTABLE                6/02  F    2    A   01          N    N

036     BOURNE                    4/05  F    4    A  PRE          N    N
036     BOURNE                    4/05  M    2    A  PRE          N    N

041 BREWSTER - SEE NAUSET REGIONAL

055     CHATHAM                   5/00  F    1    A   10    X     N    N
055     CHATHAM                  17/00  F    1    A   11          N    N

062     CHILMARK                NO INCIDENT TO REPORT

085 EASTHAM  - SEE NAUSET REGIONAL

089     EDGARTOWN               NO INCIDENT TO REPORT

096     FALMOUTH                  6/00  F    1    A   01    X     N    N
096     FALMOUTH                  6/00  F    1    A  SPC          N    Y
096     FALMOUTH                  7/00  F    1    A  SPC          N    Y
096     FALMOUTH                  9/00  M    1    A   03          N    N
096     FALMOUTH                 12/00  M    1    A   06          N    N
096     FALMOUTH                 12/00  M    1    A   06          N    N
096     FALMOUTH                 12/00  F    1    A   07          N    N
096     FALMOUTH                 12/00  M    1    A  SPC          N    Y
096     FALMOUTH                 13/00  F    1    A   07          N    N
096     FALMOUTH                 14/00  F    1    A   06          N    Y
096     FALMOUTH                 14/00  M    1    A  SPC          N    Y

104     GAY HEAD                NO INCIDENT TO REPORT

126     HARWICH                  10/08  F    1    A   05    X     N    N
126     HARWICH                  16/00  F    1    A   10    X     N    N

172     MASHPEE                 NO INCIDENT TO REPORT

197     NANTUCKET                 3/01  F    3    A  PRE          N    N
197     NANTUCKET                11/05  F    1    A   06          N    N
197     NANTUCKET                13/02  M    1    A   08          N    N
197     NANTUCKET                17/10  F    1    A   11          N    N

221     OAK BLUFFS              NO INCIDENT TO REPORT

224 ORLEANS  - SEE NAUSET REGIONAL

242     PROVINCETOWN              9/00  F    2    A   04          N    N
```

READS,INC.

02/27/76 HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

**CAPE AREA**

| | TOWN | AGE | SEX | ED. | FND | GR | NO SPP | GRAD | M.H. |
|---|---|---|---|---|---|---|---|---|---|
| 261 | SANDWICH | 6/05 | M | | | 01 | X | N | N |
| 261 | SANDWICH | 9/07 | M | | | 03 | X | N | N |
| 261 | SANDWICH | 9/03 | F | | | 04 | X | N | N |
| 261 | SANDWICH | 9/11 | F | | | 08 | X | N | N |
| 261 | SANDWICH | 13/00 | F | | | 09 | X | N | N |
| 296 | TISBURY | NO INCIDENT TO REPORT | | | | | | | |
| 300 | TRURO | 8/00 | F | 4 | A | 03 | | N | N |
| 318 | WELLFLEET- SEE NAUSET REGIONAL | | | | | | | | |
| 334 | W.TISBURY | NO INCIDENT TO REPORT | | | | | | | |
| 645 | DENNIS-YARMOUTH | 9/03 | M | 1 | A | 03 | | N | N |
| 645 | DENNIS-YARMOUTH | 10/01 | M | 4 | B | 04 | | N | N |
| 660 | NAUSET REG'L | 4/00 | M | 1 | A | PRE | | N | N |
| 660 | NAUSET REG'L | 8/00 | F | 1 | A | 03 | | N | N |
| 700 | MARTHAS VINEYARD RE | 3/00 | M | 2 | D | PRE | | N | N |
| 700 | MARTHAS VINEYARD RE | 6/00 | F | | A | KDG | X | N | N |
| 700 | MARTHAS VINEYARD RE | 17/00 | M | 1 | A | NON | | N | N |
| 815 | CAPE COD VOC.TECH | NO INCIDENT TO REPORT | | | | | | | |
| 879 | UPPER CAPE COD | NO INCIDENT TO REPORT | | | | | | | |

| | | | |
|---|---|---|---|
| TOTALS FOR CAPE AREA | INCIDENTS 37 | MALES 14 | FEMALES 23 |
| PERCENT OF AREA | 100% | 38% | 62% |
| PERCENT OF REGION | 11% | 4% | 7% |

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**CAPE AREA**  C/A RANGE BY SEX

                                    MALE      FEMALE     TOTAL

02/01 TO 02/11
03/01 TO 03/11                         1           1         2
04/01 TO 04/11                         2           1         3
05/01 TO 05/11                                     2         2
06/01 TO 06/11                         1           4         5
07/01 TO 07/11                                     1         1
08/01 TO 08/11                                     2         2
09/01 TO 09/11                         3           3         6
10/01 TO 10/11                         1           1         2
11/01 TO 11/11                                     1         1
12/01 TO 12/11                         3           1         4
13/01 TO 13/11                         1           2         3
14/01 TO 14/11                         1           1         2
15/01 TO 15/11
16/01 TO 16/11                                     1         1
17/01 TO 17/11                         1           2         3
18/01 TO 18/11
19/01 TO 19/11
20/01 TO 20/11
21/01 TO 21/11

                                      14          23        37
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READS,INC.

02/27/76 HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

*DUXBURY AREA*

| | TOWN | AGE | SEX | ED. | FND | GR | NO SPP | GRAD | M.H. |
|---|---|---|---|---|---|---|---|---|---|
| 052 | CARVER | 11/00 | M | 1 | A | 04 | | N | N |
| 052 | CARVER | 11/00 | M | 1 | A | 05 | | N | N |
| 082 | DUXBURY | 6/00 | M | 1 | A | 01 | | N | N |
| 082 | DUXBURY | 7/00 | F | 1 | A | 01 | | N | N |
| 082 | DUXBURY | 9/00 | M | 1 | A | 03 | | N | N |
| 082 | DUXBURY | 9/00 | F | 1 | A | 03 | | N | N |
| 082 | DUXBURY | 10/00 | F | 1 | A | 04 | | N | N |
| 082 | DUXBURY | 10/00 | M | 1 | A | 05 | | N | N |
| 082 | DUXBURY | 13/00 | M | 1 | A | 06 | | N | N |
| 082 | DUXBURY | 14/00 | M | 1 | A | 08 | | N | N |
| 082 | DUXBURY | 16/00 | F | 1 | A | 10 | | N | N |
| 118 | HALIFAX | 7/00 | M | 4 | [illegible] | 02 | | N | N |
| 118 | HALIFAX | 7/00 | F | 2 | A | 02 | | N | N |
| 118 | HALIFAX | 8/00 | F | 3 | B | 03 | | N | N |
| 122 | HANOVER | 12/01 | F | 4 | B | 07 | | N | N |
| 122 | HANOVER | 20/07 | F | 4 | B | 10 | | N | N |
| 142 | HULL | 15/08 | F | 3 | B | 08 | | N | N |
| 142 | HULL | 10/08 | F | 2 | A | 09 | | N | N |
| 145 | KINGSTON | 9/00 | F | 3 | B | 03 | | N | N |
| 171 | MARSHFIELD | 5/11 | F | 2 | A | KDG | | N | N |
| 219 | NORWELL | 8/00 | M | 1 | A | 03 | | N | N |
| 219 | NORWELL | 14/00 | M | 1 | A | 08 | X | N | N |
| 231 | PEMBROKE | 9/00 | F | 1 | A | 04 | X | N | N |
| 239 | PLYMOUTH | 4/00 | M | 2 | A | PRE | | N | N |
| 239 | PLYMOUTH | 4/00 | F | 2 | A | PRE | | N | N |
| 239 | PLYMOUTH | 5/00 | M | 22 | A | PRE | | N | N |
| 239 | PLYMOUTH | 10/00 | M | 4 | B | 02 | | N | N |
| 239 | PLYMOUTH | 1[illegible]00 | M | 2 | A | 05 | | N | N |
| 240 | PLYMPTON | 7/00 | M | 4 | B | 02 | | N | N |
| 240 | PLYMPTON | 10/00 | F | 3 | B | 05 | | N | N |
| 264 | SCITUATE | 17/04 | M | 4 | B | NON | | | Y |
| 751 | PLYMOUTH-CARVER REG | 14/00 | M | 1 | B | 08 | X | N | N |
| 760 | SILVER LAKE X | 14/00 | M | 2 | A | 09 | | N | N |

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                              READS,INC.
02/27/76         HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

                             *DUXBURY AREA*
                                                               NO
           TOWN                 AGE  SEX  ED.  FND  GR   SPP  GRAD M.H.

873    SO.SHORE VOC.TECH.  NO INCIDENT TO REPORT

TOTALS FOR DUXBURY AREA       INCIDENTS  33      MALES 18      FEMALES 15
           PERCENT OF AREA              100%            55%             45%
           PERCENT OF REGION             10%             5%              5%
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*DUXBURY AREA*  C/A RANGE BY SEX

                                   MALE     FEMALE     TOTAL

        02/01 TO 02/11
        03/01 TO 03/11
        04/01 TO 04/11               1          1          2
        05/01 TO 05/11               1          1          2
        06/01 TO 06/11               1                     1
        07/01 TO 07/11               2          2          4
        08/01 TO 08/11               1          1          2
        09/01 TO 09/11               1          3          4
        10/01 TO 10/11               3          2          5
        11/01 TO 11/11               2                     2
        12/01 TO 12/11                          1          1
        13/01 TO 13/11               1                     1
        14/01 TO 14/11               4                     4
        15/01 TO 15/11
        16/01 TO 16/11                          3          3
        17/01 TO 17/11               1                     1
        18/01 TO 18/11
        19/01 TO 19/11
        20/01 TO 20/11                          1          1
        21/01 TO 21/11


                                    18         15         33
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                                 READS,INC.

02/27/76          HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

                              *NEW BEDFORD AREA*
                                                              NO
       *         TOWN                AGE   SEX   ED.   FND   GR    SPP   GRAD M.H.

003      ACUSHNET                   10/10   F     2     A    02           N     Y
003      ACUSHNET                   10/10   M     2     A    05           N     N

072      DARTMOUTH                   8/08   F     2     A    03           N     N
072      DARTMOUTH                  19/04   M     3     B    12           N     N

094 FAIRHAVEN - SEE ACUSHNET

201      NEW BEDFORD                 2/11   M     1     A   PRE           N     N
201      NEW BEDFORD                 3/05   M     1     A   PRE           N     N
201      NEW BEDFORD                 4/07   F     1     A   PRE     X     N     N
201      NEW BEDFORD                 5/00   M     1     A   KDG           N     N
201      NEW BEDFORD                 5/00   F     1     A   KDG           N     N
201      NEW BEDFORD                 6/08   M     1     A    02           N     N
201      NEW BEDFORD                 6/02   F     1     A   KDG     X     N     N
201      NEW BEDFORD                 6/03   M     1     A   PRE           N     N
201      NEW BEDFORD                 7/00   M     1     A   KDG           N     N
201      NEW BEDFORD                 7/00   M     1     A   KDG           N     N
201      NEW BEDFORD                 7/00   F     1     A    01    LIP N        N
201      NEW BEDFORD                 8/09   M     1     A    02           N     N
201      NEW BEDFORD                 8/01   M     1     A    03           N     N
201      NEW BEDFORD                10/07   F     1     A    01           N     N
201      NEW BEDFORD                10/08   M     1     A    02           N     N
201      NEW BEDFORD                11/00   F     1     A    05           N     N
201      NEW BEDFORD                11/00   M     1     A    06    LIP N        N
201      NEW BEDFORD                12/09   M     1     A    05           N     N
201      NEW BEDFORD                12/10   M     1     A    06           N     N
201      NEW BEDFORD                12/05   F     1     A    07    LIP N        N
201      NEW BEDFORD                13/00   F     1     A    08    LIP N        N
201      NEW BEDFORD                14/08   M     1     A   RES           N     Y
201      NEW BEDFORD                15/01   M     1     A    08    LIP N        N
201      NEW BEDFORD                17/05   F     1     A    12    LIP N        N
201      NEW BEDFORD                18/06   F     1     A    12           N     Y
201      NEW BEDFORD                18/09   M     1     A    11    LIP N        N

825      GREATER NEW BEDFORD 15/00   M     1     A    09           N     N
825      GREATER NEW BEDFORD 16/00   F     1     A    11           N     N
825      GREATER NEW BEDFORD 18/00   M     1     A    12           N     N

855      OLD COLONY                 14/00   M     1     A    09           N     N
855      OLD COLONY                 14/00   M     1     A    09           N     N
855      OLD COLONY                 14/00   F     1     A    09           N     N
855      OLD COLONY                 14/00   F     1     A    09           N     N
855      OLD COLONY                 14/00   F     1     A    09           N     N
855      OLD COLONY                 15/00   M     1     A    10           N     N

TOTALS FOR NEW BEDFORD AREA  INCIDENTS  39       MALES 23        FEMALES 16
               PERCENT OF AREA         100%            59%              41%
               PERCENT OF REGION        11%             7%               4%
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*NEW BEDFORD AREA*  C/A RANGE BY SEX

| | MALE | FEMALE | TOTAL |
|---|---|---|---|
| 02/01 TO 02/11 | 1 | | 1 |
| 03/01 TO 03/11 | 1 | | 1 |
| 04/01 TO 04/11 | | 1 | 1 |
| 05/01 TO 05/11 | 1 | 1 | 2 |
| 06/01 TO 06/11 | 2 | 1 | 3 |
| 07/01 TO 07/11 | 2 | 1 | 3 |
| 08/01 TO 08/11 | 2 | 1 | 3 |
| 09/01 TO 09/11 | | | |
| 10/01 TO 10/11 | 2 | 2 | 4 |
| 11/01 TO 11/11 | 1 | 1 | 2 |
| 12/01 TO 12/11 | 2 | 1 | 3 |
| 13/01 TO 13/11 | | 1 | 1 |
| 14/01 TO 14/11 | 3 | 3 | 6 |
| 15/01 TO 15/11 | 3 | | 3 |
| 16/01 TO 16/11 | | 1 | 1 |
| 17/01 TO 17/11 | | 1 | 1 |
| 18/01 TO 18/11 | 2 | 1 | 3 |
| 19/01 TO 19/11 | 1 | | 1 |
| 20/01 TO 20/11 | | | |
| 21/01 TO 21/11 | | | |
| | 23 | 16 | 39 |

READS,INC.

02/27/76 HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

*FALL RIVER AREA*

| | TOWN | AGE | SEX | ED. | ENG | GR | NO SPP | GRAD | M.H. |
|---|---|---|---|---|---|---|---|---|---|
| 095 | FALL RIVER | 7/05 | F | 3 | B | 02 | | N | N |
| 095 | FALL RIVER | 8/06 | F | 1 | A | 03 | | N | N |
| 095 | FALL RIVER | 10/11 | F | 1 | A | 05 | | N | N |
| 095 | FALL RIVER | 11/03 | F | 3 | B | 06 | | N | N |
| 095 | FALL RIVER | 11/00 | M | 1 | A | 06 | | N | N |
| 095 | FALL RIVER | 11/11 | M | 1 | A | 06 | | N | N |
| 095 | FALL RIVER | 12/04 | M | 3 | B | 07 | | N | N |
| 095 | FALL RIVER | 12/04 | M | 1 | A | 07 | | N | N |
| 095 | FALL RIVER | 14/02 | F | 1 | A | 09 | | N | N |
| 095 | FALL RIVER | 14/00 | F | 1 | A | 09 | | N | N |
| 095 | FALL RIVER | 14/00 | F | 2 | A | 09 | | N | N |
| 095 | FALL RIVER | 15/10 | F | 3 | A | 10 | X | N | N |
| 095 | FALL RIVER | 15/00 | M | 2 | A | 10 | | N | N |
| 095 | FALL RIVER | 17/01 | M | 4 | B | 12 | | N | N |
| 265 | SEEKONK | 3/00 | M | 1 | A | NON | | N | N |
| 265 | SEEKONK | 4/03 | M | 1 | A | PRE | | N | N |
| 265 | SEEKONK | 8/00 | M | 3 | A | NON | | N | N |
| 265 | SEEKONK | 8/05 | M | 2 | A | NON | | N | N |
| 265 | SEEKONK | 9/03 | F | 3 | B | NON | | N | N |
| 265 | SEEKONK | 10/00 | F | 3 | B | 05 | | N | N |
| 265 | SEEKONK | 10/10 | M | 4 | B | 06 | | N | N |
| 265 | SEEKONK | 11/00 | F | 4 | B | 05 | | N | N |
| 265 | SEEKONK | 11/02 | F | 4 | B | 05 | | N | N |
| 265 | SEEKONK | 11/01 | F | 3 | B | 06 | | N | N |
| 265 | SEEKONK | 11/00 | M | 4 | B | 06 | | N | N |
| 265 | SEEKONK | 11/09 | M | 3 | B | NON | | N | N |
| 273 | SOMERSET | 6/02 | M | 1 | A | 01 | X | N | N |
| 273 | SOMERSET | 6/11 | F | 1 | A | 01 | X | N | N |
| 273 | SOMERSET | 7/00 | M | 2 | A | SPC | | N | N |
| 273 | SOMERSET | 8/02 | M | 1 | A | 02 | X | N | N |
| 273 | SOMERSET | 9/11 | F | 2 | B | SPC | | N | N |
| 273 | SOMERSET | 9/02 | M | 1 | A | 04 | X | N | N |
| 273 | SOMERSET | 10/10 | M | 1 | A | 05 | X | N | N |
| 273 | SOMERSET | 10/11 | F | 1 | A | 06 | X | N | N |
| 273 | SOMERSET | 11/01 | F | 2 | A | SPC | | N | N |
| 273 | SOMERSET | 12/05 | M | 1 | A | 07 | X | N | N |
| 273 | SOMERSET | 12/01 | F | 1 | A | 07 | X | N | N |
| 273 | SOMERSET | 13/08 | M | 1 | A | 06 | X | N | N |
| 273 | SOMERSET | 13/05 | M | 1 | A | 08 | X | N | N |
| 273 | SOMERSET | 13/00 | M | 1 | A | 08 | X | N | N |
| 273 | SOMERSET | 13/11 | M | 1 | A | 09 | X | N | N |
| 273 | SOMERSET | 14/02 | M | 1 | A | 09 | X | N | N |
| 273 | SOMERSET | 14/06 | M | 1 | A | 09 | X | N | N |
| 273 | SOMERSET | 14/06 | M | 1 | A | 09 | X | N | N |

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                                    REMDS,INC.
02/27/76           HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

                                 *FALL RIVER AREA*
                                                                  NO
                 TOWN                  AGE   SEX  ED.   FND   GR    SPP   GRAD M.H.

273     SOMERSET                       15/11  M    1     A    11     X     N    N
273     SOMERSET                       15/11  F    1     A    11     X     N    N
273     SOMERSET                       16/00  M    1     A    11     X     N    N
273     SOMERSET                       16/02  M    1     A    11     X     N    N
273     SOMERSET                       16/08  M    1     A    11     X     N    N
273     SOMERSET                       16/08  F    1     A    11     X     N    N
273     SOMERSET                       16/03  F    1     A    11     X     N    N
273     SOMERSET                       17/11  M    1     A    12     X     N    N
273     SOMERSET                       17/00  M    1     A    12     X     N    N
273     SOMERSET                       17/07  F    1     A    12     X     N    N
273     SOMERSET                       18/03  F    1     A    11     X     N    N

292     SWANSEA                         6/11  M    2     A   SPC           N    N
292     SWANSEA                         7/01  M    2     A   SPC           N    N
292     SWANSEA                        12/09  M    2     A   SPC           N    N

331     WESTPORT                       15/00  M    2     A    10           N    Y

821     GREATER FALL RIVER  NO INCIDENT TO REPORT

910     BRISTOL COUNTY AGGI NO INCIDENT TO REPORT

TOTALS FOR FALL RIVER AREA   INCIDENTS  59      MALES 36      FEMALES 23
              PERCENT OF AREA          100%            61%                39%
              PERCENT OF REGION         17%            10%                 7%
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*FALL RIVER AREA* C/A RANGE BY SEX

| | MALE | FEMALE | TOTAL |
|---|---|---|---|
| 02/01 TO 02/11 | | | |
| 03/01 TO 03/11 | 1 | | 1 |
| 04/01 TO 04/11 | 1 | | 1 |
| 05/01 TO 05/11 | | | |
| 06/01 TO 06/11 | 2 | 1 | 3 |
| 07/01 TO 07/11 | 2 | 1 | 3 |
| 08/01 TO 08/11 | 3 | 1 | 4 |
| 09/01 TO 09/11 | 1 | 2 | 3 |
| 10/01 TO 10/11 | 2 | 3 | 5 |
| 11/01 TO 11/11 | 4 | 5 | 9 |
| 12/01 TO 12/11 | 4 | 1 | 5 |
| 13/01 TO 13/11 | 4 | | 4 |
| 14/01 TO 14/11 | 3 | 3 | 6 |
| 15/01 TO 15/11 | 3 | 2 | 5 |
| 16/01 TO 16/11 | 3 | 2 | 5 |
| 17/01 TO 17/11 | 3 | 1 | 4 |
| 18/01 TO 18/11 | | 1 | 1 |
| 19/01 TO 19/11 | | | |
| 20/01 TO 20/11 | | | |
| 21/01 TO 21/11 | | | |
| | 36 | 23 | 59 |

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                              READS,INC.

02/27/76          HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

                            *BROCKTON AREA*
                                                               NO
              TOWN                  AGE  SEX  ED.  FND  GR    SPP  GRAD M.H.

001     ABINGTON                   18/03  M    1    A   11     TUTRN      N

044 BROCKTON - NO REPORT SUBMITTED

123     HANSON                      3/07  M    2    D   PKE           N   N

251     ROCKLAND                    6/05  M    2    B   NON           N   N
251     ROCKLAND                   10/10  M    2    B   NON           N   N
251     ROCKLAND                   11/06  M    3    B   NON           N   N
251     ROCKLAND                   12/06  M    2    B   NON           N   N
251     ROCKLAND                   12/09  F    4    B   NON           N   N
251     ROCKLAND                   16/05  M    2    B   NON           N   N
251     ROCKLAND                   18/11  F    2    B   NON               Y
251     ROCKLAND                   21/00  M         B   NON           Y   N

285     STOUGHTON                   3/07  M    3    A   KDG           N   N
285     STOUGHTON                   5/09  F    3    B   KDG           N   N
285     STOUGHTON                  10/09  M    3    B    05           N   N
285     STOUGHTON                  11/00  F    3    D    06           N   N
285     STOUGHTON                  11/10  M    1    A    06           N   N
285     STOUGHTON                  11/07  F    1    A    06           N   N
285     STOUGHTON                  12/04  M    1    A    05           N   N
285     STOUGHTON                  14/09  M    3    A    09           N   N
285     STOUGHTON                  15/03  F    3    B    09           N   N
285     STOUGHTON                  15/06  M    1    A    09     X     N   N
285     STOUGHTON                  15/00  F    2    A    09           N   N
285     STOUGHTON                  16/06  M    2    D    10           N   N

338     WHITMAN                   NO INCIDENT TO REPORT

780     WHITMAN-HANSON REG        NO INCIDENT TO REPORT

872     SOUTHEAST                 NO INCIDENT TO REPORT

TOTALS FOR BROCKTON AREA      INCIDENTS  22      MALES 15      FEMALES  7
           PERCENT OF AREA              100%           68%              32%
           PERCENT OF REGION              6%            4%               2%
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*BROCKTON AREA*  C/A RANGE BY SEX

                                MALE      FEMALE     TOTAL

     02/01 TO 02/11
     03/01 TO 03/11               2                     2
     04/01 TO 04/11
     05/01 TO 05/11                          1          1
     06/01 TO 06/11               1                     1
     07/01 TO 07/11
     08/01 TO 08/11
     09/01 TO 09/11
     10/01 TO 10/11               2                     2
     11/01 TO 11/11               2          2          4
     12/01 TO 12/11               2          1          3
     13/01 TO 13/11
     14/01 TO 14/11               1                     1
     15/01 TO 15/11               1          2          3
     16/01 TO 16/11               2                     2
     17/01 TO 17/11
     18/01 TO 18/11               1          1          2
     19/01 TO 19/11
     20/01 TO 20/11
     21/01 TO 21/11               1                     1

                                 15          7         22
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READS,INC.

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02/27/76          HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

                                 **READS AREA**
                                                                NO
              TOWN                   AGE   SEX   ED.   FND   GR    SPP   GRAD  M.H.

027 BERKLEY   - SEE DIGHTON

042      BRIDGEWATER                 9/00   M     3     B    04               N     N
042      BRIDGEWATER                11/00   F     3     B    06               N     N
042      BRIDGEWATER                13/00   M     3     B    08               N     N
042      BRIDGEWATER                15/00   M     1     A    08          TUTRN      N

076      DIGHTON                     7/07   F     1     A    02               N     N
076      DIGHTON                    12/11   F     1     A    08               N     N
076      DIGHTON                    13/03   M     1     A    07               N     N
076      DIGHTON                    14/03   M     1     A    08               N     N
076      DIGHTON                    16/00   F     2     B    10               N     N
076      DIGHTON                    16/07   M     3     D    10     X         N     N
076      DIGHTON                    20/06   F     1     A    12               N     N

083      EAST BRIDGEWATER           NO INCIDENT TO REPORT

102      FREETOWN                   NO INCIDENT TO REPORT

146      LAKEVILLE                   2/07   M NO SCHOOL PLACE     X         N     Y
146      LAKEVILLE                   4/04   F     1     D   PRE               N     N
146      LAKEVILLE                   5/08   M     3     A   PRE               N     N
146      LAKEVILLE                   6/11   M     2     B    02               N     N
146      LAKEVILLE                   7/08   M     1     A    02               N     N

168      MARION                     NO INCIDENT TO REPORT

173      MATTAPOISETT               NO INCIDENT TO REPORT

182      MIDDLEBOROUGH               3/09   F     1     A   NON               N     N
182      MIDDLEBOROUGH               4/09   M     3     B   1/2               N     Y
182      MIDDLEBOROUGH               4/05   M     1     A   NON               N     N
182      MIDDLEBOROUGH               6/10   F     3     B   2/3               N     N
182      MIDDLEBOROUGH               6/10   F     1     A   NON               N     N
182      MIDDLEBOROUGH               8/01   M     3     B    02               N     N
182      MIDDLEBOROUGH               8/08   M     3     B   1/2               N     Y
182      MIDDLEBOROUGH               8/10   M     1     A    02               N     N
182      MIDDLEBOROUGH              12/11   F     3     B   3/4               N     Y
182      MIDDLEBOROUGH              19/04   F     4    CO    13     X         Y     N

245      RAYNHAM                     3/00   F     2     D   PRE               N     N
245      RAYNHAM                     4/00   F     3     A   PRE               N     N
245      RAYNHAM                     5/00   F     3     B    02               N     N
245      RAYNHAM                     8/00   F     2     A    02               N     N
245      RAYNHAM                    19/00   F     3     B   UNA               Y     N
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                              **REAUS AREA**
                                                             NO
             TOWN                AGE   SEX   ED.   FND   GR    SPP   GRAD  M.H.
247 REHOBOTH  - SEE DIGHTON

250     ROCHESTER             NO INCIDENT TO REPORT

293     TAUNTON                  4/04   M     3     A   PRE           N     N
293     TAUNTON                 10/08   F     4     C    03           N     N
293     TAUNTON                 10/11   F     4     C   NON           N     N
293     TAUNTON                 15/09   M     3     C    07           N     N
293     TAUNTON                 16/11   F     4     C    10           N     N
293     TAUNTON                 16/01   M     3     A    10           N     N
293     TAUNTON                 20/07   M     3     A   NON           N     Y

310     WAREHAM                  6/05   F     2     A    01           N     N
310     WAREHAM                 19/01   M     4     D    12           N     N

323     WEST BRIDGEWATER         6/08   M     1     A    01           N     Y
323     WEST BRIDGEWATER         6/04   M     1     A    01           N     N
323     WEST BRIDGEWATER         6/08   M     1     A    01           N     N
323     WEST BRIDGEWATER         7/01   F     1     A    01           N     N
323     WEST BRIDGEWATER         7/01   M     1     A    02     X     N     N
323     WEST BRIDGEWATER         8/00   M     1     A    03     X     N     N
323     WEST BRIDGEWATER         9/08   M     1     A    04           N     N
323     WEST BRIDGEWATER         9/01   M     1     A    05     X     N     N
323     WEST BRIDGEWATER         9/10   M     1     A    05     X     N     N
323     WEST BRIDGEWATER        10/09   F     1     A    04           N     N
323     WEST BRIDGEWATER        10/01   M     1     A    05     X     N     N
323     WEST BRIDGEWATER        10/05   M     1     A    05     X     N     N
323     WEST BRIDGEWATER        10/08   F     1     A    05     X     N     N
323     WEST BRIDGEWATER        11/09   M     1     A    05           N     N
323     WEST BRIDGEWATER        11/05   M     1     A    06     X     N     N
323     WEST BRIDGEWATER        12/11   F     1     A    06     X     N     N
323     WEST BRIDGEWATER        12/03   M     1     A    07     X     N     N
323     WEST BRIDGEWATER        13/01   M     1     A    08     X     N     N
323     WEST BRIDGEWATER        13/11   M     1     A    CP     X     N     N
323     WEST BRIDGEWATER        14/02   F     1     A    08     X     N     N
323     WEST BRIDGEWATER        14/11   M     1     A    09     X     N     N
323     WEST BRIDGEWATER        15/07   F     1     A    09     X     N     N
323     WEST BRIDGEWATER        15/10   F     1     A    10     X     N     N
323     WEST BRIDGEWATER        16/11   M     1     A    11     X     N     N
323     WEST BRIDGEWATER        17/02   M     1     A    12     X     N     N
323     WEST BRIDGEWATER        17/08   F     1     A    12     X     N     N
323     WEST BRIDGEWATER        17/07   F     1     A    12     X     N     N
323     WEST BRIDGEWATER        18/06   M     1     A    12     X     N     Y

625     BRIDGEWATER-RAYNHAM NO INCIDENT TO REPORT
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                                   READS,INC.

02/27/76        HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

                                **READS AREA**
                                                                    NO
             TOWN                 AGE   SEX   ED.   FND   GR    SPP   GRAD M.H.

650 DIGHTON/REHOBOTH - SEE DIGHTON

665     FREETOWN-LAKEVILLE  12/00   M     2     F   NON                Y     Y

740     OLD ROCHESTER REG'L 12/00   M     1     A    07     X          N     N
740     OLD ROCHESTER REG'L 12/00   F     1     A    07     X          N     N
740     OLD ROCHESTER REG'L 13/00   M     1     A    08     X          N     N
740     OLD ROCHESTER REG'L 13/00   F     1     A    08     X          N     N
740     OLD ROCHESTER REG'L 13/00   F     1     A    08     X          N     N

810     BRISTOL-PLYMOUTH     14/00  M     1     A    09     X          N     N
810     BRISTOL-PLYMOUTH     14/06  M     1     A    09     X          N     N
810     BRISTOL-PLYMOUTH     14/07  F     1     A    09                N     N
810     BRISTOL-PLYMOUTH     14/05  M     1     A    09                N     Y
810     BRISTOL-PLYMOUTH     14/09  M     1     A    09                N     Y
810     BRISTOL-PLYMOUTH     16/01  M     1     A    09     X          N     N
810     BRISTOL-PLYMOUTH     16/06  M     1     A    09                N     N
810     BRISTOL-PLYMOUTH     17/00  F     1     A    12     X          N     N

TOTALS FOR READS AREA         INCIDENTS  82       MALES 48       FEMALES 34
            PERCENT OF AREA             100%              59%               41%
            PERCENT OF REGION            24%              14%               10%
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**READS AREA**  C/A RANGE BY SEX


                                   MALE     FEMALE     TOTAL

      02/01 TO 02/11                  1                    1
      03/01 TO 03/11                             2         2
      04/01 TO 04/11                  3          2         5
      05/01 TO 05/11                  1          1         2
      06/01 TO 06/11                  4          3         7
      07/01 TO 07/11                  2          2         4
      08/01 TO 08/11                  4          1         5
      09/01 TO 09/11                  4                    4
      10/01 TO 10/11                  2          4         6
      11/01 TO 11/11                  2          1         3
      12/01 TO 12/11                  3          4         7
      13/01 TO 13/11                  5          2         7
      14/01 TO 14/11                  6          2         8
      15/01 TO 15/11                  2          2         4
      16/01 TO 16/11                  5          2         7
      17/01 TO 17/11                  1          3         4
      18/01 TO 18/11                  1                    1
      19/01 TO 19/11                  1          2         3
      20/01 TO 20/11                  1          1         2
      21/01 TO 21/11


                                     48         34        82
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READS, INC.

02/27/76 HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

*ATTLEBORO AREA*

|  | TOWN | AGE | SEX | ED. | FND | GR | NO SPP | GRAD | M.H. |
|---|---|---|---|---|---|---|---|---|---|
| 016 | ATTLEBORO | 6/00 | M | 1 | A | 01 | X | N | N |
| 016 | ATTLEBORO | 6/00 | F | 1 | A | 01 | X | N | N |
| 016 | ATTLEBORO | 7/00 | M | 1 | A | 02 | X | N | N |
| 016 | ATTLEBORO | 7/00 | M | 1 | A | 02 | X | N | N |
| 016 | ATTLEBORO | 7/00 | M | 1 | A | 02 | X | N | N |
| 016 | ATTLEBORO | 7/00 | F | 1 | A | 02 | X | N | N |
| 016 | ATTLEBORO | 7/00 | F | 1 | A | 02 | X | N | N |
| 016 | ATTLEBORO | 8/00 | M | 3 | F | 02 |  | N | N |
| 016 | ATTLEBORO | 10/00 | M | 1 | A | 04 |  | N | N |
| 016 | ATTLEBORO | 10/00 | F | 1 | A | 04 | X | N | N |
| 016 | ATTLEBORO | 11/00 | M | 1 | A | 05 |  | N | N |
| 016 | ATTLEBORO | 12/00 | M | 1 | A | 06 |  | N | N |
| 016 | ATTLEBORO | 12/00 | M | 1 | A | 06 |  | N | N |
| 016 | ATTLEBORO | 12/00 | M | 1 | A | 06 |  | N | N |
| 016 | ATTLEBORO | 12/00 | F | 1 | A | 06 | X | N | N |
| 016 | ATTLEBORO | 13/00 | M | 1 | A | 07 | X | N | N |
| 016 | ATTLEBORO | 13/00 | F | 1 | A | 07 |  | N | N |
| 016 | ATTLEBORO | 14/00 | M | 3 | B | NUN |  | N | N |
| 016 | ATTLEBORO | 14/00 | M | 1 | A | 08 |  | N | N |
| 016 | ATTLEBORO | 14/00 | M | 1 | A | 06 | X | N | N |
| 016 | ATTLEBORO | 14/00 | M | 1 | A | 08 | X | N | N |
| 016 | ATTLEBORO | 14/00 | M | 1 | A | 08 | X | N | N |
| 016 | ATTLEBORO | 14/00 | F | 1 | A | 08 | X | N | N |
| 016 | ATTLEBORO | 15/00 | M | 1 | A | 09 | X | N | N |
| 016 | ATTLEBORO | 15/00 | F | 1 | A | 09 | X | N | N |
| 016 | ATTLEBORO | 16/00 | F | 1 | A | 10 | X | N | N |
| 016 | ATTLEBORO | 16/00 | F | 1 | A | 10 | X | N | N |
| 016 | ATTLEBORO | 17/00 | M | 1 | A | 11 | X | N | N |
| 016 | ATTLEBORO | 17/00 | M | 1 | A | 12 | X | N | N |
| 016 | ATTLEBORO | 17/00 | M | 1 | A | 12 | X | N | N |
| 016 | ATTLEBORO | 17/00 | F | 1 | A | 12 | X | N | N |
| 016 | ATTLEBORO | 18/00 | F | 1 | A | 12 | X | N | N |
| 088 | EASTON | 7/03 | F | 1 | A | 02 | X | N | N |
| 088 | EASTON | 11/11 | F | 1 | A | 07 | X | N | N |
| 088 | EASTON | 14/02 | M | 1 | A | 07 | X | N | N |
| 088 | EASTON | 14/11 | M | 1 | A | 10 | X | N | N |
| 088 | EASTON | 15/09 | F | 1 | A | 10 | X | N | N |
| 088 | EASTON | 17/09 | M | 1 | A | 11 | X | N | N |
| 099 | FOXBOROUGH | 3/00 | M |  |  | PRE |  | N | N |
| 099 | FOXBOROUGH | 5/00 | M | 3 | F | PRE |  | [illegible] | N |
| 099 | FOXBOROUGH | 7/00 | M | 3 | A | 02 |  | N | N |
| 099 | FOXBOROUGH | [illegible]/00 | F | 2 | F | 04 |  | N | N |
| 099 | FOXBOROUGH | 10/00 | F | 1 | A | 04 | X | N | N |
| 099 | FOXBOROUGH | 13/00 | M | 1 | A | 07 | X | N | N |

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                              READS,INC.

02/27/76          HEARING IMPAIRMENT SURVEY - SOUTHEAST REGION

                           *ATTLEBORO AREA*
                                                                NO
               TOWN                   AGE   SEX   ED.   FND   GR    SPP   SRAD  M.H.

 167    MANSFIELD                    7/02   F     3     B     02          N     N

 208    NORFOLK                     10/11   F     1     A     05          N     N

 212    NO.ATTLEBORO                 3/07   M                 PRE   X     N     Y
 212    NO.ATTLEBORO                 4/10   F     3     B     KDG         N     N
 212    NO.ATTLEBORO                 7/07   M     3     B     02          N     N
 212    NO.ATTLEBORO                 7/07   F     2     A     02          N     N
 212    NO.ATTLEBORO                11/04   F     3     M     03          N     N
 212    NO.ATTLEBORO                13/06   F     3     B     04          N     N
 212    NO.ATTLEBORO                14/03   F     3     B     02          N     N
 212    NO.ATTLEBORO                20/04   M                 NON         Y     N

 218    NORTON                       7/00   M     1     A     02    X     N     N
 218    NORTON                       9/00   M     1     A     04    X     N     N
 218    NORTON                      11/00   F     3     B     06          N     N
 218    NORTON                      11/00   M     1     A     06          N     N
 218    NORTON                      11/00   F     1     A     NON         N     Y
 218    NORTON                      11/00   F     2     A     06          N     N
 218    NORTON                      13/00   M     1     A     08          N     N
 218    NORTON                      13/00   F     1     A     08          N     N

 238    PLAINVILLE                  NO INCIDENT TO REPORT

 350    WRENTHAM                     8/08   M     2     A     02          N     N

 690    KING PHILIP X               12/00   F     1     A     07    X     N     N
 690    KING PHILIP X               12/06   F     1     A     07    X     N     N
 690    KING PHILIP X               12/06   F     1     A     07    X     N     Y
 690    KING PHILIP X               13/01   M     1     A     08          N     Y
 690    KING PHILIP X               13/06   F     1     A     08    X     N     N
 690    KING PHILIP X               13/07   F     1     A     08    X     N     N

TOTALS FOR ATTLEBORO AREA    INCIDENTS  69      MALES 36      FEMALES 33
          PERCENT OF AREA              100%             52%              48%
          PERCENT OF REGION             20%             10%              10%
```

*ATTLEBORO AREA* C/A RANGE BY SEX

| | MALE | FEMALE | TOTAL |
|---|---|---|---|
| 02/01 TO 02/11 | | | |
| 03/01 TO 03/11 | 2 | | 2 |
| 04/01 TO 04/11 | | 1 | 1 |
| 05/01 TO 05/11 | 1 | | 1 |
| 06/01 TO 06/11 | 1 | 1 | 2 |
| 07/01 TO 07/11 | 6 | 5 | 11 |
| 08/01 TO 08/11 | 2 | | 2 |
| 09/01 TO 09/11 | 1 | 1 | 2 |
| 10/01 TO 10/11 | 1 | 3 | 4 |
| 11/01 TO 11/11 | 2 | 5 | 7 |
| 12/01 TO 12/11 | 3 | 4 | 7 |
| 13/01 TO 13/11 | 4 | 5 | 9 |
| 14/01 TO 14/11 | 7 | 2 | 9 |
| 15/01 TO 15/11 | 1 | 2 | 3 |
| 16/01 TO 16/11 | | 2 | 2 |
| 17/01 TO 17/11 | 4 | 1 | 5 |
| 18/01 TO 18/11 | | 1 | 1 |
| 19/01 TO 19/11 | | | |
| 20/01 TO 20/11 | 1 | | 1 |
| 21/01 TO 21/11 | | | |
| | 36 | 33 | 69 |

GRAND TOTAL C/A RANGE BY SEX

| | MALE | FEMALE | TOTAL |
|---|---|---|---|
| 02/01 TO 02/11 | 2 | | 2 |
| 03/01 TO 03/11 | 7 | 3 | 10 |
| 04/01 TO 04/11 | 7 | 6 | 13 |
| 05/01 TO 05/11 | 4 | 6 | 10 |
| 06/01 TO 06/11 | 12 | 10 | 22 |
| 07/01 TO 07/11 | 14 | 12 | 26 |
| 08/01 TO 08/11 | 12 | 6 | 18 |
| 09/01 TO 09/11 | 10 | 9 | 19 |
| 10/01 TO 10/11 | 13 | 15 | 28 |
| 11/01 TO 11/11 | 13 | 15 | 28 |
| 12/01 TO 12/11 | 17 | 13 | 30 |
| 13/01 TO 13/11 | 15 | 10 | 25 |
| 14/01 TO 14/11 | 25 | 11 | 36 |
| 15/01 TO 15/11 | 10 | 8 | 18 |
| 16/01 TO 16/11 | 10 | 11 | 21 |
| 17/01 TO 17/11 | 10 | 8 | 18 |
| 18/01 TO 18/11 | 4 | 4 | 8 |
| 19/01 TO 19/11 | 2 | 2 | 4 |
| 20/01 TO 20/11 | 2 | 2 | 4 |
| 21/01 TO 21/11 | 1 | | 1 |
| | 190 | 151 | 341 |

```
 TOTAL INCIDENTS REPORTED ----- 341
 TOTAL DISTRICTS REPORTED -----  90
      TOT DIST.NO REPORT -----   1
      PERCENT OF RETURNS -----.989%
  DISTRICTS-NO INCIDENTS -----  22
              TOTAL MALE ----- 190
            TOTAL FEMALE ----- 151

       EDUC.PLACEMENT 1 ----- 216
       EDUC.PLACEMENT 2 -----  45
       EDUC.PLACEMENT 3 -----  50
       EDUC.PLACEMENT 4 -----  20
        NOT SUBMITTED   -----  10

         FUNDING TYPE A ----- 258
         FUNDING TYPE B -----  64
         FUNDING TYPE C -----   4
         FUNDING TYPE D -----   6
        NOT SUBMITTED   -----   9

    NUMBER OF GRADUATES -----   4
 NUMBER MULTIHANDICAPPED -----  24

TOTAL GRADE DISTRIBUTION
                    PRE -----  22
                    KDG -----  11
                      1 -----  16
                      2 -----  34
                      3 -----  17
                      4 -----  17
                      5 -----  23
                      6 -----  28
                      7 -----  21
                      8 -----  30
                      9 -----  31
                     10 -----  18
                     11 -----  16
                     12 -----  19
                     13 -----   1
                    SPC -----  10
                    NON -----  24
                    RES -----   1
                    DNA -----   2
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Appendix S

Availability of Audiological Assessments

(pages 167-168)

**R.E.A.D.S.**

**Regional Educational Assessment & Diagnostic Services, Inc.**
Lakeville Hospital
Lakeville, Massachusetts 02346
(617) 947-3634

**Robert K. Hartman, Ph.D.**
Executive Director

# MEMO

TO: Middle Management

FROM: Bob Hartman

RE: Audiological Evaluations

The attached memo is being sent to non-R.E.A.D.S. districts of the Southeast region. I am sending you a copy so that you are aware of the existence of this memo and its content.

While the audiological evaluations are also available to R.E.A.D.S. districts, I would like to remind you that we have been providing unlimited audiological evaluations to R.E.A.D.S. districts all year. We will continue to serve students from R.E.A.D.S. districts during the week, but can schedule such a student on a Saturday if it is more convenient for the parents. Please also be reminded that the referral for an audiological evaluation requires only a release form and the single page referral form.

If you are discussing this matter with your school nurses, counselors, etc., please also remind them that we also offer ophthalmological examinations on alternating Fridays for children who may have failed vision screening tests. Again, referral for an ophthalmological exam requires only a release form and the single page referral form.

Please be certain your staff understands that ophthalmology and audiology are ancillary services that are available without the need for comprehensive medical evaluation, and that the use of these ancillary services is not charged against your quota.

January 29, 1976
RKH/br

**R.E.A.D.S.**

**Regional Educational Assessment & Diagnostic Services, Inc.**
Lakeville Hospital
Lakeville, Massachusetts 02346
(617) 947-3634

**Robert K. Hartman, Ph.D.**
Executive Director

# MEMO

TO: Superintendents, Special Needs Administrators, Speech and Hearing Clinicians, School Nurses

FROM: Dr. Robert Hartman

RE: Availability of Audiological Evaluations

For the months of February through June 1976 the R.E.A.D.S. Collaborative is offering free audiology services to the Southeast region. Audiological screening and evaluations will be available on Saturdays for any school age child (3 through 21) in Southeastern Massachusetts. These evaluations will be conducted at the R.E.A.D.S. offices on the grounds of Lakeville Hospital. Arrangements for an appointment can be made by calling Mrs. Suzanne Sargent at 947-3634.

These services are intended to augment the available services of such audiological evaluation centers as Morton Hospital and The Boston School for The Deaf. If the student to be screened or evaluated is covered by Medicaid or other health insurance policies, then it is appropriate to refer these students to an existing unit such as the Morton Hospital in Taunton. This service offered by R.E.A.D.S. is intended to make available quality evaluations to students without Medicaid or insurance coverage.

January 29, 1976
RKH/br

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